

NORTH PUTNAM HIGH SCHOOL MISSION STATEMENT

Our mission is to provide education for all students that cultivates independent and critical thinking, promotes character building, and empowers students to become lifelong learners who contribute meaningfully to their communities.

PLANNING YOUR HIGH SCHOOL COURSES

One of the most important tasks for a student is planning a four-year high school program of courses. This involves decisions based on an understanding of his or her abilities and interests, the high school course offerings, and the requirements of colleges or vocational/technical schools and industry. Because students will realistically change their goals and courses of study as needed, this process begins in the eighth grade year and continues throughout high school.

Included in this planning guide are the following:

- a discussion of guidance and counseling services
- a description of graduation requirements
- information about the Core 40 Diploma, the Core 40 with Academic Honors Diploma, the Core 40 with Technical Honors Diploma and the General Diploma
- the description of all courses at NPHS and Area 30 Career Center
- a four-year plan sheet for your personal planning and for maintaining your records

Parents are strongly urged to discuss the high school course offerings with students and are asked to sign a finalized version of the student course request. Once course selections are made, each student is encouraged to make a commitment to succeed in each class. The finalized schedule for each year should be taken seriously because it may be difficult to change courses once the master schedule has been finalized.

GUIDANCE AND COUNSELING SERVICES

The faculty and staff of North Putnam High School are available to assist you in your planning. Each student is assigned a counselor who is well informed regarding all information provided in this plan book and is most willing to help you. Counselors may be contacted by calling the guidance office at 522-6282. Mrs. Alspaugh counsels Juniors and Seniors and Mrs. McClamroch counsels Freshmen and Sophomores.

Services available through the guidance department include

- high school course planning
- career information and planning
- individual counseling
- group counseling
- classroom guidance presentations
- college, university, technical school information
- information for scholarships, financial aid, college aptitude testing (SAT, ACT) and the FAFSA

PLANNING YOUR FUTURE - A STEP-BY-STEP GUIDE

Grade 8

1. Decide on your goals for a Core 40 diploma, Core 40 with Academic Honors diploma, or Core 40 with Technical Honors Diploma.
2. Explore and discuss career possibilities with teachers and parents.

Grade 9

1. Work hard and budget your time to earn good grades and begin with a strong GPA.
2. Create your four-year course plan.
3. Begin saving money for your postsecondary plans.
4. Explore extra-curricular and community service activities.
5. Explore career options through the Learn More Center of Indiana (learnmoreindiana.org)

Grade 10

1. Begin researching four-year colleges or post-secondary training opportunities.
2. Explore colleges on line at www.collegeboard.com
3. Take the PSAT in October.
4. Update your four-year course plan.
5. Continue to explore career options.

Grade 11

1. Visit prospective colleges or technical schools with parents (two excused days provided)
2. Attend Putnam County College Fair at Area 30
3. Take the PSAT in October.
4. Update and continue following your four-year course plan.
5. Take the SAT in the spring (21st Century student no fee with a waiver from guidance.)
6. Continue career exploration, community service and work opportunities.
7. Explore colleges on line at www.collegeboard.com
8. Look for a summer job in your area of interest.

Grade 12

1. Check your target schools for early admission deadlines and scholarships.
2. Attend Putnam County College Fair at Area 30.
3. Check fall SAT registration deadlines if needing to re-take the SAT.
4. Apply for college no later than early November.
 - Bring completed paper application and fee (usually \$25-\$50) to guidance office with a stamped envelope. Guidance will provide transcript, complete counselor portion of the application and mail the application to the school.
 - 21st Century Scholars obtain fee waiver for Indiana schools.
 - If applying on-line, print the counselor page if provided and bring it to guidance to complete and mail with your transcript. Many schools waive the application fee if applying on-line.
5. Double check your own diploma and graduation requirements.
6. Read all scholarship information provided, do on-line searches for scholarships and apply.
7. Attend Financial Aid Meeting in January and complete the FAFSA by March 1 for March 10 deadline.
8. Receive SAR in April and notify the college you are going to attend no later than May 1.
9. Notify your counselor as to what school you are attending and what financial awards you have earned.
10. Continue to work for strong grades. Many schools base a late admission decision on seventh and eighth semester grades.

INDIANA CORE 40 CURRICULUM

Education, business, labor and government leaders of the state of Indiana have agreed on education expectations for Indiana high school students. These expectations are called the Indiana Core 40 – a single, flexible high school curriculum which, except for elective courses, is based upon a single set of agreed competencies. These competencies will direct the content of both college prep and tech prep courses. Thus, the difference between college prep and tech prep courses will not be in the content, but rather in the instructional and learning approaches.

Students should meet the Core 40 standards to be considered for admission to an Indiana four-year college or university, to ensure success in one and two-year colleges and technical training programs and to foster success in the workplace.

Each ninth grader will work with his/her guidance counselor to create a career and course plan. By defining requirements for success in future education and work, the Indiana Core 40 guides this planning process.

INDIANA CORE 40 REQUIREMENTS

Students are required to take 28 to 30 credits from this list. One credit equals one semester or one-half of a school year.

- Language Arts – 8 credits in literature and composition.
- Mathematics – 6 to 8 credits with the minimum including Algebra I, Geometry, Algebra II, or (Algebra I taken before high school does count in the 6 credits of math, but a student must be enrolled in either math or physics in grades 11 or 12 to earn Core 40). (Students beginning in the 2012 school year and beyond must take a math or quantitative reasoning course each year of high school).
- Science – 6 credits in Science from the following:
 - 2 credits in Biology or Honors Biology
 - 2 credits in Chemistry or Physics or Integrated Chemistry/Physics
 - 2 additional credits from any Core 40 science course
- Social Studies – 6 credits distributed as follows:
 - 2 credits in United States History
 - 1 credit in Government
 - 1 credit in Economics
 - 2 credits in World History and Civilization
- Physical Education – 2 credits in Physical Education (two semesters)
- Health/Safety – 1 credit
- Directed electives – 5 credits from below
 - Foreign Languages – Spanish (Most colleges require 2 years of foreign language for admission.)
 - Fine Arts - take one (1) or more credits of art or music
 - Career/technical (North Putnam requires Preparing for College and Careers and Digital Citizenship for graduates of 2012+)
- Choose 6 additional credits (Career Academic Sequence Recommended)

ALL STUDENTS ARE ASSUMED TO ENTER HIGH SCHOOL WITH THE A GOAL OF EARNING THE CORE 40 DIPLOMA OR AN ACADEMIC HONORS DIPLOMA. TO CHANGE TO THE MINIMUM STATE OF INDIANA HIGH SCHOOL DIPLOMA REQUIRES A FORMAL CONFERENCE AND A CHANGE OF DIPLOMA TRACK SIGNED BY THE STUDENT AND THE PARENT/GUARDIAN.

CORE 40 with ACADEMIC HONORS DIPLOMA

The Indiana Department of Education has established the qualifying criteria for the Core 40 with Academic Honors Diploma. The awarding of the Academic Honors Diploma will be noted on the student's diploma and transcript. To be eligible to receive this Honors Diploma, the student must complete a minimum of forty-seven (47) high school credits with a cumulative grade point average of "B" (3.0) or above. The following areas and courses are required:

English Language Arts.....	8 credits
Social Studies.....	6 credits
Mathematics.....	8 credits
Science.....	6 credits
Foreign Language.....	6 or 8 credits
Fine Arts.....	2 credits
Health & Safety.....	1 credit
Basic Physical Education.....	2 credits
Electives.....	8 credits

Eight credits in English are required for the AHD.

Social studies credits must include two credits in U. S. History, one credit in Government, one credit in Economics and two credits in World History and Civilization.

The mathematics classes that qualify are two credits each in Algebra, Geometry, Algebra II and Pre-Calculus or one each of Probability & Statistics and Discrete Math. The eighth grade algebra credits for those in accelerated math will **not** be included as part of the eight required mathematics credits for the Core 40 with Academic Honors Diploma. This is for those students beginning high school in 2012 and beyond. Students that take Algebra 1 in the eighth grade still have to have four years of math or quantitative reasoning courses.

Science credits must include two credits in biology, two credits in either chemistry or physics, and two additional credits in biology, chemistry, physics, or earth/space science.

Foreign Language credits must include six credits in one language or four credits in one language and four credits in another.

Two Fine Arts credits may be earned in art and music courses that encompass visual, aural, performing, and creative modes of student learning.

Besides the above listed courses, a student must complete their high school career with at least a 3.0 GPA. Only courses in which a student has earned a grade of "C" or above may count toward an Academic Honors Diploma.

Students must also have completed one of the following for the Core 40 with Academic Honors Diploma:

- Two Advanced Placement Courses and the AP exams
- Academic, transferable dual high school/college courses resulting in 6 college credits
- One AP Course and the exam with 3 dual college credits
- Score 1200 or higher in combined math and verbal portion of the SAT (for those beginning in 2012+ a score of a 1750 or higher on the critical reading, math, and writing sections with a minimum score of a 530 on each portion)
- Score 26 composite of the ACT (written section required for those class of 2012 and beyond)

CORE 40 with TECHNICAL HONORS DIPLOMA

To earn the Core 40 with Technical Honors Diploma, the students must:

- Complete the Core 40 with a 3.0 GPA and no Core 40 class grade lower than a C
- Complete a career-technical program with 8-10 credits
- Complete two of the following and one must be A or B
 - A. Score at or above level on the WorkKeys assessment
 - B. Complete dual credit courses resulting in 6 college credits
 - C. Complete at Professional Career Internship or Cooperative Education course
 - D. Complete an industry-based work experience as part of a two-year technical education program
 - E. Earn a state-approved industry-recognized certification.

For 2012 and beyond:

- Complete Core 40 with a 3.0 GPA and no Core 40 class grade lower than a C
- Earn 6 credits in a college and career preparation courses in a state approved pathway and one of the following:
 - Pathway designated industry-based certification or credential
 - Pathway dual credits from the lists of priority courses resulting in 6 college credits
- Complete one of the following
 - Any options from the Academic Honors diploma (2 AP courses, 2 dual credit courses, specific SAT/ACT scores)
 - Earn specific WorkKeys scores
 - Earn specific Accuplacer scores
 - Earn specific Compass exam scores

NORTH PUTNAM HIGH ESCHOOL MINIMUM GRADUATION REQUIRMENTS (General Diploma)

Each student must complete 43 credits of high school work in grades 9-12 at North Putnam High School. According to corporation policy and state regulations, 32 of the 43 credits are required of all students; the remaining 11 credits are electives. A credit is earned when a student passes a subject that meets one period during one semester and requires preparation outside of class. In summary:

Required courses	32 credits
Elective courses	11 credits
Total credits required for graduation	43 credits

(Many students will graduate with more than the required 43 credits.)

REQUIRED CREDITS

Each student must have 30 credits in the following subject as indicated:

Language Arts.....	8 credits
English 9, 10, 11, and 12	
Social Studies.....	4 credits
U.S. History (2 credits)	
Government (1 credit)	
Economics (1 credit)	
Mathematics.....	6 credits
Any 6 Math credits including Algebra I and excluding Math Lab	
Science.....	4 credits
Biology (2 credits)	
Physical Science (2 credits)	
Fine Arts.....	1 credit

Art (1 credit) OR Music (1 credit)	
Flex Credits.....	5 credits
Options include credits from one or more of the following areas:	
Preparing for College and Careers and Digital Citizenship (2 credits – required for graduation)	
Business	
Family and Consumer Sciences	
Technology Education	
Agriculture	
Area 30 Career Center/Career Preparation Programs	
Internship experience	
Physical Education.....	2 credits
Health & Safety.....	1 credit
Electives.....	11 credits (6 credits Career Academic Sequence recommended.)

Students are expected to successfully complete both semesters of their current grade level of English before advancing to the next level. Students failing a semester of English must earn that English credit in summer school, through a school approved correspondence course, or through a school approved evening course.

All of the required English credits (8) shall be from the courses titled English or Honors English 9, 10, 11, and 12. The 4 credits of science shall include content from more than one of the major science discipline categories: Life Science, Earth/Space Science and Physical Science. Students who have special health concerns will be offered an Adaptive Physical Education experience in order to earn the required credit in physical education.

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DUAL CREDIT COURSES

Through special articulation agreements with various universities and colleges, select courses at the high school in the areas of computer applications and agriculture may provide dual credit opportunities for students. The high school currently offers the following dual credit courses: Advanced Animal Science, Advanced Plant Science, Advanced Food Science, and all AP courses (AP Chemistry, AP Biology, AP English, AP Music Theory, AP Calculus, AP Spanish) may provide college credits if a 3 or higher is earned on the Advanced Placement exam. A number of Area 30 Career courses may also be awarded college credit through IVY Tech and Vincennes University. College credit may be claimed at the end of the year by contacting the Registrar’s Office at IVY Tech State College, Terre Haute, IN (812-377-4882). Area 30 courses for dual credit are listed in the back portion of the curriculum guide.

Other Educational Opportunities Available Through North Putnam High School

ON-LINE COURSES

The Indiana Online Academy (IOA) provides the opportunity for students to take courses online. These courses cover 14 subject areas across grades 9 - 12. Courses offered vary each semester. All classes are taught by Indiana State certified teachers. Students enroll from school districts throughout Indiana. There is a charge for the courses and textbooks. For more information visit the IOA website: www.ioa.k12.in.us (NOTE: OPERATION OF THIS ACADEMY IS CONTINGENT UPON STATE FUNDING. CHECK WITH YOUR GUIDANCE COUNSELOR TO SEE IF THIS PROGRAM IS CURRENTLY OFFERING CLASSES.)

ALPHA PROGRAM

The Alpha Program at DePauw University is a program of the shared attendance between DePauw University and Putnam County high school students that has been offered for many years. The program gives motivated high school students an opportunity to take an actual college class. A student who successfully completes a DePauw University Alpha class for college credit may choose whether he or she would like the Alpha grade on the high school transcript. Including the Alpha class on the high school transcript does not take the credit away from the college transcript. In many cases, the college credit can be transferred to another institution as a

requirement toward a degree. Any student currently enrolled in a Putnam County high school with a 3.6 GPA is eligible for the Alpha Program. A school recommendation for participation is necessary. While the program is primarily aimed at high school seniors, students from other classes have participated. Transportation to and from DePauw classes is the responsibility of students and their families. A special flat fee has been set for Alpha Program students. The fee will be waived for those in the free or reduced lunch program. Students for whom this fee is a financial hardship are encouraged to contact the College Connections Office. Registration materials for fall classes are available at North Putnam High School in the spring of each year, and for spring classes in the fall of the year. Further information is available by contacting June Wildman, Associate Registrar, DePauw University, 765-658-4143 or junewildman@depauw.edu

CORRESPONDENCE INSTRUCTION

Students who need to make up a credit may elect to take a course by correspondence. An example would be a course from IU Continuing Education. An administrator or guidance director needs to sign all applications and schedule all midterms and finals. No more than two (2) credits of correspondence work will be applied toward graduation. The principal may grant a waiver of this requirement if unusual circumstances exist. The cost can range from \$150 - \$300 per course. Students may see their counselors for more details.

HOMEBOUND INSTRUCTION

If a student will be absent due to illness longer than four weeks, homebound instruction may be appropriate. Requests for homebound instruction application forms should be made to the principal. The forms are to be filled out by the attending physician verifying that the student will be absent at least four weeks, by the parent or guardian indicating the best time for teachers to come to instruct the student, and by the counselor indicating the classes in which the student is enrolled and for which he/she should receive homebound instruction. The Superintendent of the North Putnam Community School Corporation must approve all homebound instruction.

EVENING SCHOOL- KNOY CENTER

Students who need to make up a credit may elect to enroll in Knoy Center online classes. Students must have prior consent of the North Putnam High School administration. Night school operates Tuesdays and Thursdays from 3:15pm-5:15pm in Computer Lab 401. Information is available from a counselor. You are only eligible to participate in evening school if you have failed a course and need credit recovery.

GRADING INFORMATION

HIGH SCHOOL COURSES IN THE MIDDLE SCHOOL

Algebra I and Introduction to Agriculture are classes offered at the middle school that are approved for high school credit. Students who take one or both of these courses in the middle school will have the credits and grades placed on the high school transcript and computed in the high school GPA. The Algebra I class taken in the middle school does count toward the Core 40 requirement but does not meet the NCAA Clearinghouse standards for potential Division I athletes. The Algebra I class taken in the middle school does not count toward the Core 40 with Academic Honors Diploma. Students must still take four years of math or quantitative reasoning upon entering high school.

Middle school students who have completed Algebra I who are entering the 9th grade will be given the opportunity to retake Algebra I upon the recommendation of the student, teacher, counselor, or parent. If Algebra I is retaken, the student will begin the course as if taking it for the first time and no credits or grades for Algebra I will be brought forth from the middle school.

Parents of middle school students who are planning to enroll in Algebra I or Agriculture in the middle school will be informed that credits and grades taken in the middle school will be recorded on the high school transcript and included in the high school GPA.

SEMESTER GRADES

Only the semester grades are recorded on a student's permanent record. Credits are based on the student's semester grades. Students receive no credit for an "F", "W/F" or "W/D" on a semester grade.

The semester grades are based on the grades earned during the two nine-week grading periods and the semester exam; each nine-week grade is weighted equally and the semester exam grade accounts for 1/5th of the semester grade. Semester exams are given in each class during the final week of each semester. A special exam schedule is followed. The following numerical values are assigned to semester letter grades and are used in computing cumulative grade point averages:

A = 4.00	B = 3.00	C = 2.00	D = 1.00
A- = 3.67	B- = 2.67	C- = 1.67	D- = 0.67
B+ = 3.33	C+ = 2.33	D+ = 1.33	F = 0.00

Students must have earned no lower than a 0.67 (D-) average to receive credit for a course.

GRADE POINT AVERAGE

The cumulative grade point average is computed at the end of each semester and is based on the semester grades beginning with the ninth grade. The total number of grade points earned is divided by the total number of credits attempted, with the exception that pass/fail courses are not included in the computation. 8th grade Algebra I and Introduction to Agriculture does count in the high school GPA.

WEIGHTED GRADE SYSTEM

All AP courses have been identified as the most challenging and difficult courses offered at NPHS. These courses will be considered weighted courses and will receive an extra Quality point when figuring grades.

PROCEDURE FOR SELECTION OF VALEDICTORIAN AND SALUTATORIAN

It shall be the policy of the North Putnam Community School Corporation that the senior student(s) with the highest grade point average at the end of eight (8) semesters of course work shall be designated the class valedictorian(s). The senior student(s) with the second highest grade point average at the end of eight (8) semesters of course work shall be designated the class salutatorian(s). To be eligible for valedictorian and salutatorian designations, students must attend a state accredited high school for eight (8) semesters. Students transferring to the North Putnam Community School Corporation shall attend at least the last four (4) consecutive semesters at North Putnam High School to be eligible to be named valedictorian(s) or salutatorian(s). Students shall be on track to receive a Core 40 with Academic Honors diploma.

REPEATING A COURSE FOR IMPROVED GRADE

A student may petition through his/her counselor for the opportunity to repeat any course in which the student has earned a semester grade of "D+" or less. **The overall GPA will be calculated based on all courses taken. The grade earned will be averaged with the former grade. The former grade will not be removed from the transcript.** Additional credit will not be accumulated through this process. A student who has received a grade of "F" in a required course must repeat that course.

OTHER IMPORTANT INFORMATION

SPECIAL EDUCATION

Each student in the special education program has an individual education plan (IEP) that outlines his/her program for the school year. Program alternatives are available. IEP's may be modified at any time during the school year through the recommendation of the case conference committee.

PROCEDURE FOR REGISTRATION AND CHANGES

Students must enroll in seven (7) classes, with the exception of certain administratively approved senior programs or students with an IEP. Students will enroll in February/March for classes they wish to take. A student's schedule should be the result of careful planning and consideration by the student, his/her parents, teachers, and the counselor. **Every student will discuss his/her schedule with the counselor in a group session as to the selection of courses for the following year.** Conflicts should be worked out before students leave school for summer break.

DROP/ADD PROCEDURES

Changes can be made during the registration process, during the two weeks immediately before school opens in the fall, and the two weeks before the second semester begins. In the rare event that a change becomes necessary after a semester begins, or during a semester, changes to a schedule will be made only after consultation with the student's teacher, parent or guardian, counselor, and final administrator approval. The school orders supplies, texts, and equipment based on student selections; therefore, **only necessary changes will be allowed**. If a student or parent requests a change after the fourth day of school, and if the counselor and teacher disagree with the change, a student can only drop the course with a "W/F". **Students may not change classes because they do not want a particular teacher.**

PARENT/TEACHER CONFERENCES

Many times parents may want to discuss a student's progress in a particular class with the student's teacher. Teachers are available through e-mail or by calling 522-6282 and asking for the teacher's voice mail. Counselors will also assist in setting up parent/teacher conferences for their students. Parents should call the counselor or teacher to arrange a conference at a time that is agreeable to all parties. Parents are encouraged to meet with counselors, teachers, and administrators regarding student progress.

RELEASE OF INFORMATION FORMS

By federal law, North Putnam High School is not permitted to release information regarding students, without permission of the student's legal guardian, if the student is under 18 years of age or by permission of the student if 18 years old or older. Many times parents request that information regarding a student's grades be released to insurance companies to receive "good student" discounts, to potential employers requesting information regarding students, and to colleges requiring grades and class information for students applying to their institutions. In order to comply with these requests, it is necessary to have a properly signed release of information form on file. These forms may be obtained in the Guidance Office. A special release form is signed for release of the student transcript.

WORK RELEASE

North Putnam High School does not have a program granting students a work release program giving them an opportunity for employment. Only those students enrolled in the Area 30 Career Center, whose approved career preparation education program includes an employment component, are granted a release. The principal and superintendent may consider requests by students who have documented cases of extreme financial or personal hardships.

TRANSFER STUDENTS – ENROLLMENT

In order to enroll at North Putnam High School students will need a copy of their current high school transcript, their current schedule of classes, health records, birth certificate and achievement scores. Students removed for disciplinary reasons from another high school will be denied admission to North Putnam High School during the semester in which the disciplinary action occurred.

TRANSFER STUDENTS – CREDITS

North Putnam High School will evaluate and accept credits of students transferring based on the following policy:

- a. If the transferring student attended a school in Indiana or another state, approved/accredited by that state's department of public instruction, course work will be accepted at face value if those courses are approved curriculum offerings at North Putnam High School.
- b. If the transferring student attended a school in Indiana or another state not approved/accredited by that state's department of public instruction, course work will not be accepted at face value. North Putnam High School will evaluate such class work and will determine placement. This includes any credits that may or may not be granted for home schooling.

NCAA REQUIREMENTS (ACT-Eligibility Center)

Student athletes who want to participate in NCAA Division I or II athletics should start the certification process early; by the end of their junior year or early in their senior year in high school. To be eligible for Division I or Division II athletics, students must take 16 core courses. For Division I, 10 core courses must be completed before the seventh semester. Division I must meet GPA and testing requirements that

are on a sliding scale. (Example = 2.4 GPA needs 860 SAT) The sliding scale is available on-line at http://fs.ncaa.org/Docs/eligibility_center/Quick_Reference_Sheet.pdf

To be certified by the Eligibility Center for Division II, students must earn a grade point average of 2.0 in the 16 academic core courses. They must also earn a combined score of 68 on the ACT or 820 on the SAT. Only courses that satisfy the NCAA definition of a core course are acceptable.

Core courses for Division I include:

- 4 years of English
- 3 years of mathematics at the level of Algebra I and above
- 2 years of natural/physical science including at least one (1) lab science
- 1 additional year English, math or science
- 2 years of social science
- 4 years of additional courses in English, mathematics or natural/physical science
foreign language, non-doctrinal religion/philosophy

Core courses for Division II include:

- 3 years of English
- 2 years of Math (Algebra 1 or higher)
- 2 years of natural/physical science including at least one lab science
- 3 years of additional English, math, or science
- 2 years of social science
- 4 years of additional courses in English, mathematics or natural/physical science
foreign language, non-doctrinal religion/philosophy

NPBS COURSE OFFERINGS
1 SEMESTER COURSES EARN 1 CREDIT
2 SEMESTER COURSES EARN 2 CREDITS

AGRICIENCE	COURSE #	SEMESTER(S)
Introduction to Agriculture	5056	2
Animal Science	5008	2
Natural Resources	5180	2
Food Science	5102	2
Advanced Life Science, Animals (L)	5070	2
Advanced Life Science, Foods	5072	2
Advanced Life Science, Plants and Soils	5074	2
(SAE) Supervised Agriculture Experience	5228	1
BUSINESS		
Personal Financial Responsibility	4540	1
Introduction to Business	4518	1
Digital Citizenship	4530	1
Principles of Marketing	5914	1
Preparing for College and Careers	5394	1
ENGINEERING AND TECHNOLOGY EDUCATION		
Transportation Systems	4786	1
Communication Systems	4780	1
Introduction to Engineering	5644I	2
Principles of Engineering	5644P	2
FAMILY AND CONSUMER SCIENCE		
Child Development and Parenting	5362	1
Advanced Child Development	5360	1
Nutrition and Wellness (Beginning Foods)	5342	1
Advanced Nutrition and Foods (Advanced Foods)	5364	1

FINE ARTS

Introduction to Two Dimensional Art	4000	1
Introduction to Three Dimensional Art	4002	1
Advanced Two Dimensional Art	4004	1
Advanced Three Dimensional Art	4006	1
AP Music Theory	4210	2
Intermediate Band	4168	2
Jazz Ensemble	4164	2
Intermediate Chorus (Mixed)	4186	2
Beginning Chorus	4182	2

HEALTH/SAFETY AND PHYSICAL EDUCATION

Health and Wellness Education	3506	1
Physical Education I	3542	2
Physical Education II (Advanced Physical Conditioning)	3544	1

LANGUAGE ARTS/FOREIGN LANGUAGE

English 9	1002	2
Honors English 9	1002H	2
English 10	1004	2
Honors English 10	1004H	2
English 11	1006	2
Honors English 11	1006H	2
English 12	1008	2
AP English Literature/Composition	1058	2
Creative Writing	1092	1
Student Publications (Newspaper)	1086N	2
Student Publications (Yearbook)	1086Y	2
Information Technology-Interactive Media	5232	2
Novels	1042	1
Film Literature	1034	1
Language Arts Lab (Skills for Eng 10 ECA)	1010	1
Spanish I	2120	2
Spanish II	2122	2
Spanish III	2124	2
AP Spanish	2132	2

MATHEMATICS

Algebra I	2520	2
Algebra II	2522	2
Algebra II Honors	2522H	2
Geometry	2532	2
Geometry Honors	2532H	2
Pre-Calculus/Trigonometry	2564	2
Calculus AB Advanced Placement	2562	2
Discrete Mathematics	2530	1
Probability and Statistics	2546	1
Algebra I Enrichment (skills for Algebra I ECA)	2560	1

MULTIDISCIPLINARY

Professional Career Internship	0530	1 or 2
Peer Tutoring	0520	1 or 2

SCIENCE

Biology I	3024	2
Honors Biology I	3024H	2
AP Biology	3020	2

Anatomy and Physiology	5276	2
Integrated Chemistry/Physics	3108	2
Chemistry I	3064	2
Chemistry, Advanced Placement	3060	2
Physics	3084	2
Earth Science I	3044	2
SOCIAL STUDIES		
U. S. History	1542	2
World History and Civilization	1548	2
United States Government	1540	1
Economics	1514	1
Psychology	1532	1
Topics in Social Science	1550	1
Law Education	1526	1
Current Issues, Problems	1512	1
INTERDISCIPLINARY COOPERATIVE EDUCATION (ICE)	5902	2

CAREER PREPARATION EDUCATION (GREENCASTLE – AREA 30 CAREER CENTER)

(All Area 30 programs and credit information are listed beginning on page 55)

Career Pathways

While students are certainly allowed to select technical and vocational classes as electives to gain experience in varying fields and discover electives that may lead to a career or avocation, they are highly encouraged to select these courses in a planned sequence which can give them the most organized approach to education in a particular field. At North Putnam High School, Career Pathways are available in the pre-engineering, pre-veterinary, agriculture, food science, horticulture, early childhood education, and business administration and information support. The defining component of a career major is the completion of dual credit postsecondary courses while in high school. These courses are available through Area 30 Career Center in the career majors listed above with the exception of the business career, the agriculture, and the food science pathways. Dual credit for business is available at North Putnam High School through Ivy Tech and for the agriculture and food science through Purdue University.

The specific courses for Career Pathways in Agriculture, Business, Family & Consumer Sciences and Technology are listed within the departmental portions of this curriculum guide on pages **12, 23 and 51**.

AGRICULTURAL EDUCATION

Academic Content Standards are available at: <http://www.doe.in.gov/standards/agriculture.html>

Teacher Requirements are available at:

<http://doe.in.gov/dps/licensing/assignmentcode>

Introduction

Agricultural Education is an active part of the curriculum for many high schools in Indiana. This program area combines the home, the school, and the community as the means of education in agriculture. The courses provide students with a solid foundation of academic knowledge and ample opportunities to apply this knowledge through classroom activities, laboratory experiments and project applications, supervised agricultural experiences, and the FFA.

The vision and mission of Agricultural Education is: that all people value and understand the vital role of agriculture, food, fiber, and natural resource systems in advancing personal and global well-being; and that students are prepared for successful careers and a lifetime of informed choices in agriculture.

The goals for Agricultural Science and Business students focus on providing learning experiences that will allow them to:

- Demonstrate desirable work ethics and work habits.
- Apply the basic agricultural competencies and the basic background knowledge in agriculture and related occupations.
- Analyze entrepreneurial, business, and management skills needed by students preparing to enter agriculture and related occupations.
- Expand leadership and participatory skills necessary for the development of productive and contributing citizens in our democratic society.
- Gain effective social and interpersonal communication skills.
- Be aware of career opportunities in agriculture and set career objectives.
- Acquire job-seeking, employability, and job-retention skills.
- Advance in a career through a program of continuing education and life-long learning.
- Apply the basic learning skills in reading, writing, thinking, mathematics, communicating, listening, and studying.
- Recognize the interaction of agriculture with governments and economic systems at the local, state, national, and international levels.
- Recognize how new technologies impact agriculture and how agriculture impacts the environment.

It is important to understand and reaffirm that career-technical experiences do not preclude students from going on to higher education; in fact participation actually enhances the opportunity. A growing number of students are combining both college preparation and work-place experiences in their high school preparation. Agricultural Science and Business and the FFA programs have a long history of successfully preparing students for entry level careers and further education and training in the science, business and technology of agriculture. The programs combine classroom instruction and hands-on career focused learning to develop students' potential for premier leadership, personal growth, and career success.

FFA

The FFA is the career and technical education student organization that is an integral part of the instruction and operation of a total agricultural education program. As an intra-curricular organization and essential component of the total program, the local agricultural education teacher(s) serve as the FFA chapter advisors. The many activities of the FFA parallel the methodology of the instructional program and are directly related to the occupational goals and objectives. As an integral part of the instructional program, district and state level FFA activities provide students opportunities to demonstrate their proficiency in the knowledge, skills, and attitudes they have acquired through the agricultural science and agricultural business total program. Agricultural education students demonstrating a high degree of competence in state level FFA activities are highly encouraged to represent their local communities, districts, and state by participating in national FFA activities.

Instructional activities of the FFA require participation of the agricultural science and agriculture business education students as an integral part of an agricultural education course of instruction and, therefore, may be considered an appropriate use and amount of the allotted instructional time.

AGRISCIENCE SCOPE AND SEQUENCE

Grade 9	Grade 10	Grade 11	Grade 12
Intro to Ag	Intro to Ag	Ag Power	Ag Power
Natural Resources	Food Science	Food Science	Food Science
Ag Power	Animal Science	Animal Science	Animal Science
	Natural Resources	ALS Animal Science	ALS Animal Science

	Ag Power	ALS Plant/Soil	ALS Plant/Soil
	SAE (Summer)	SAE (Summer)	SAE (Summer)

Agricultural Career Pathways and Suggested Schedule of Classes

Agricultural Pathway	Grade 9	Grade 10	Grade 11	Grade 12
Agriculture	Intro to Ag	Natural Res/Ag Power	Food Science	ALS Plant or Animal
Pre-Veterinary	Intro to Ag	Animal Science	ALS Animal	ALS Plant/Soil
Food Science	Intro to Ag	Natural Res. Mgmt.	Food Science	ALS Food Sci

AGRICULTURE COURSE DESCRIPTIONS

ADVANCED LIFE SCIENCE: ANIMALS (L)

5070 (ALS ANIML)

Advanced Life Science: Animals is a two semester course that provides students with opportunities to participate in a variety of activities including laboratory work. Students investigate concepts that enable them to understand animal life and animal science as it pertains to agriculture. Through instruction, including laboratory, fieldwork, leadership development, supervised agricultural experience and the exploration of career opportunities, they will recognize concepts associated with animal taxonomy, life at the cellular level, organ systems, genetics, evolution, and ecology, historical and current issues in animal agriculture in the area of advanced life science in animals.

- Recommended Grade Level: Grade 11-12
- Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources, Animal Science, Chemistry and Biology
- Credits: 1-3 credit(s) per semester, maximum of 2 semesters, maximum of 6 credits
- Fulfills a Core 40 Science requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or counts as an Elective or Directed Elective for any diploma
- This course is aligned with postsecondary courses for Dual Credit

ADVANCED LIFE SCIENCE: FOODS (L)

5072 (ALS FOODS)

Advanced Life Science: Foods is a two semester course that provides students with opportunities to participate in a variety of activities which includes laboratory work, leadership development, supervised agricultural experience and exploration of career opportunities. This is a standards-based, interdisciplinary science course that integrates biology, chemistry and microbiology in the context of foods and the global food industry. Students enrolled in this course formulate, design and carry out food-base laboratory and field investigations as an essential course component. Students understand how biology, chemistry and physics principles apply to the composition of foods, the nutrition of foods, food and food product development, food processing, food safety and sanitation, food packaging and food storage. Students completing this course will be able to apply the principles of scientific inquiry to solve problems related to biology, physics and chemistry in the context of highly advanced industry

applications of foods in the area of advanced life science in foods. Participation in FFA or FCCLA encourages development of leadership, communication, community service and career related skills.

- Recommended Grade Level: Grade 11-12
- Recommended Prerequisites: Chemistry, Biology, Introduction to Agriculture, Food and Natural Resources, Food Science, Nutrition and Wellness, Advanced Nutrition and Wellness
- Credits: 1 credit per semester, maximum of 2 semesters, maximum of 2 credits
- Fulfills a Core 40 Science requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or counts as an Elective or Directed Elective for any diploma
- This course is aligned with postsecondary courses for Dual Credit
- Qualifies as a Quantitative Reasoning course for the Core 40, AHD, and THD diplomas

ADVANCED LIFE SCIENCE: PLANTS AND SOILS (L)

5074

(ALS PLT/SL)

Advanced Life Science: Plants and Soils is a two semester course that provides students with opportunities to participate in a variety of activities which includes laboratory work. Students study concepts, principles and theories associated with plants and soils. Students recognize how plants are classified, grown, function and reproduce. Students explore plant genetics and the use of plants by humans. They examine plant evolution and the role of plants in ecology. Students investigate, through laboratory and fieldwork, how plants functions and the influence of soil in plant life.

- Recommended Grade Level: Grade 11-12
- Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources, Plant and Soil Science, Chemistry and Biology
- Credits: 1 credit per semester, maximum of 2 semesters, maximum of 2 credits
- Fulfills a Core 40 Science requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or counts as an Elective or Directed Elective for any diploma
- This course is aligned with postsecondary courses for Dual Credit
-

AGRICULTURE POWER, STRUCTURE AND TECHNOLOGY

5088

(AG POW)

Agriculture Power, Structure and Technology is a two semester, lab intensive course in which students develop an understanding of basic principles of selection, operation, maintenance and management of agricultural equipment in concert while incorporating technology. Topics covered include: safety, electricity, plumbing, concrete, carpentry, metal technology, engines, emerging technologies, leadership development, supervised agricultural experience and career opportunities in the area of agriculture power, structure and technology.

- Recommended Grade Level: Grade 9-12
- Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources
- Credits: 1-3 credit(s) per semester, maximum of 4 semesters, maximum of 6 credits
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ANIMAL SCIENCE

(ANML SCI)

5008

Animal Science is a two semester program that provides students with an overview of the field of animal science. Students participate in a large variety of activities and laboratory work including real and simulated animal science experiences and projects. All areas that the students study can be applied to both large and small animals. Topics to be addressed include: anatomy and physiology, genetics, reproduction, nutrition, common diseases and parasites, social and political issues related to the industry and management practices for the care and maintenance of animals while incorporating leadership development, supervised agricultural experience and learning about career opportunities in the area of animal science.

- Recommended Grade Level: Grade 9-12
- Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources
- Credits: 1-3 credit(s) per semester, maximum of 2 semesters, maximum of 6 credits
- Fulfills a Life Science or Physical Science requirement for the General Diploma only or counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

FOOD SCIENCE

(FOOD SCI)

5102

Food Science is a two semester course that provides students with an overview of food science and its importance. Introduction to principles of food processing, food chemistry and physics, nutrition, food microbiology, preservation, packaging and labeling, food commodities, food regulations, issues and careers in the food science industry help students understand the role that food science plays in securing a safe, nutritious and adequate food supply. A project-based approach is utilized along with laboratory, team building and problem solving activities to enhance student learning, leadership development, supervised agricultural experience and career opportunities in the area of food science.

- Recommended Grade Level: Grade 9-12
- Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources
- Credits: 1 credit per semester, maximum of 2 semesters, maximum of 2 credits
- Fulfills a Life Science or Physical Science requirement for the General Diploma only or counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

HORTICULTURE SCIENCE

(HORT SCI)

5132

Horticulture Science is a two semester course designed to give students a background in the field of horticulture and its many career opportunities. It addresses the biology and technology involved in the production, processing and marketing of plants and its products. Topics covered include: reproduction and propagation of plants, plant growth, growth media, management practices for field and greenhouse production, marketing concepts, production of plants of local interest and pest management. Students participate in a variety of activities to include extensive laboratory work usually in a school greenhouse, leadership development, supervised agricultural experience and learning about career opportunities in the area of horticulture science.

- Recommended Grade Level: Grade 9-12
- Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources
- Credits: 1-3 credit(s) per semester, maximum of 2 semesters, maximum of 6 credits
- Fulfills a Life Science or Physical Science requirement for the General Diploma only or counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

This course is aligned with postsecondary courses for Dual Credit

INTRODUCTION TO AGRICULTURE, FOOD AND NATURAL RESOURCES

5056

(INT AGFNR)

Introduction to Agriculture, Food and Natural Resources is a two semester course that is highly recommended as a prerequisite to and a foundation for all other agricultural classes. The nature of this course is to provide students with an introduction to the fundamentals of agricultural science and business. Topics to be covered include: animal science, plant and soil science, food science, horticultural science, agricultural business management, landscape management, natural resources, agriculture power, structure and technology, leadership development, supervised agricultural experience and career opportunities in the area of agriculture, food and natural resources.

- Recommended Grade Level: Grade 9
- Recommended Prerequisites: None
- Credits: 1 credit per semester, maximum of 2 semesters, maximum of 2 credits
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
-

NATURAL RESOURCES

5180

(NAT RSS)

Natural Resources is a two semester course that provides students with a foundation in natural resources. Hands-on learning activities in addition to leadership development, supervised agricultural experience and career exploration encourage students to investigate areas of environmental concern. Students are introduced to the following areas of natural resources: soils, the water cycle, air quality, outdoor recreation, forestry, rangelands, wetlands, animal wildlife and safety.

- Recommended Grade Level: Grade 9-12
- Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources
- Credits: 1 credit per semester, maximum of 2 semesters, maximum of 2 credits
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- This course is aligned with postsecondary courses for Dual Credit

SUPERVISED AGRICULTURAL EXPERIENCE

5228

(SAE)

Supervised Agricultural Experience (SAE) is designed to provide students with opportunities to gain experience in the agriculture field(s) in which they are interested. Students should experience and apply what is learned in the classroom, laboratory and training site to real-life situations. Students work closely with their agricultural science and business teacher(s), parents and/or employers to get the most out of their SAE program. This course can be offered each year as well as during the summer

session. SAE may be offered as a Cooperative Education Program. Curriculum content and competencies should be varied so that school year and summer session experiences are not duplicated.

- Recommended Grade Levels: 10-12
- Recommended Prerequisite: Fundamentals of Agricultural Science and Business
- Credits: A maximum of eight credits may be earned in this course when offered as a “non-co-op,” one hour course over eight semesters, some of which can be earned during summer sessions. Curriculum content and competencies should not be duplicated when multiple credits are being earned.
- Credits: A maximum of twelve credits may be earned in this course when offered as an SAE Cooperative Education course (one credit for related instruction and two credits for on the job training – over four semesters = 12 credit hours). On the job training credit hours may be increased in approved situations.

BUSINESS/COMPUTER EDUCATION PHILOSOPHY

Students may take business/computer courses to meet both personal and career-specific needs. Personal needs include a basic understanding of business that is necessary to be an informed consumer. Students will also need skills to utilize and adapt to technology in the world economy. Career needs include the development of marketable business and computer skills, desirable attitudes, and occupational knowledge.

Grade 9	Grade 10	Grade 11	Grade 12
Intro to Business	Personal Finance	Personal Finance	Personal Finance
Digital Citizenship	Intro to Business	Intro to Business	Intro to Business
	Princ of Marketing	Princ of Marketing	Princ of Marketing

BUSINESS/COMPUTER COURSE DESCRIPTIONS

DIGITAL CITIZENSHIP

4530

(DIGI CITI)

Digital Citizenship prepares students to use computer technology in an effective and appropriate manner. Students develop knowledge of word processing, spreadsheets, presentation and communications software. Students establish what it means to be a good digital citizen and how to use technology appropriately.

- Recommended Grade Level: Grade 9
- Recommended Prerequisites: None
- Credits: 1 credit per semester, maximum of 1 semester, maximum of 1 credit
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

INTERACTIVE MEDIA

5232

(INT MEDIA)

Interactive Media prepares students for careers in business and industry working with interactive media products and services; which includes the entertainment industries. This course emphasizes the development of digitally generated or computer-enhanced products using multimedia technologies.

Students will develop an understanding of professional business practices including the importance of ethics, communication skills, and knowledge of the “virtual workplace”.

- Recommended Grade Level: Grade 11-12
- Recommended Prerequisites: Information Communications and Technology or Introduction to Communications
- Credits: 1-3 credits per semester, maximum of 2 semesters, maximum of 6 credits
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- This course is aligned with postsecondary courses for Dual Credit

INTRODUCTION TO BUSINESS

4518

(INTO BUSS)

Business, Marketing and Entrepreneurship introduces students to the world of business, including the concepts, functions, and skills required for meeting the challenges of operating a business in the twenty-first century on a local, national, and/or international scale. The course covers business management, entrepreneurship, marketing fundamentals, and business ethics and law. The course further develops business vocabulary and provides an overview of business and the role that business plays in economic, social, and political environments.

- Recommended Grade Level: Grade 9-10
- Recommended Prerequisites: None
- Credits: 1 credit per semester, maximum of 2 semester, maximum of 2 credit
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

PERSONAL FINANCIAL RESPONSIBILITY

4540

(PRS FIN RSP)

Personal Financial Responsibility addresses the identification and management of personal financial resources to meet the financial needs and wants of individuals and families, considering a broad range of economic, social, cultural, technological, environmental, and maintenance factors. This course helps students build skills in financial responsibility and decision making; analyze personal standards, needs, wants, and goals; identify sources of income, saving and investing; understand banking, budgeting, record-keeping and managing risk, insurance and credit card debt. A project based approach and applications through authentic settings such as work based observations and service learning experiences are appropriate. Direct, concrete applications of mathematics proficiencies in projects are encouraged.

- Recommended Grade Level: Grade 9 - 12
- Recommended Prerequisites: None
- Credits: 1 credit per semester, maximum of 1 semester, maximum 1 credit
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

PREPARING FOR COLLEGE AND CAREERS

5394

(PREP CC)

Preparing for College and Careers addresses the knowledge, skills, and behaviors all students need to be prepared for success in college, career, and life. The focus of the course is the impact of today's choices on tomorrow's possibilities. Topics to be addressed include twenty-first century life and career skills; higher order thinking, communication, leadership, and management processes; exploration of personal aptitudes, interests, values, and goals; examining multiple life roles and responsibilities as individuals and family members; planning and building employability skills; transferring school skills to life and work; and managing personal resources. This course includes reviewing the 16 national career clusters and Indiana's College and Career Pathways, in-depth investigation of one or more pathways, reviewing graduation plans, developing career plans, and developing personal and career portfolios. A project based approach, including computer and technology applications, cooperative ventures between school and community, simulations, and real life experiences, is recommended.

- Recommended Grade Level: Grade 9
- Recommended Prerequisites: None
- Credits: 1 credit per semester, maximum of 1 semester, maximum 1 credit
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

PRINCIPLES OF MARKETING

(PRN MRKT)

5914

Principles of Marketing provides a basic introduction to the scope and importance of marketing in the global economy. Emphasis is placed on oral and written communications, mathematical applications, problem solving, and critical thinking skills as they relate to advertising/promotion/selling, distribution, financing, marketing-information management, pricing, and product/service management.

- Recommended Grade Level: Grade 11-12
- Recommended Prerequisites: Intro to Business
- Credits: 1 credit per semester, maximum of 2 semesters, maximum of 2 credits
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- This course is aligned with postsecondary courses for Dual Credit

ENGINEERING AND TECHNOLOGY EDUCATION SCOPE AND SEQUENCE

Grade 9	Grade 10	Grade 11	Grade 12
Transportation Systems	Transportation Systems	Transportation Systems	Transportation Systems
Communication Systems	Communication Systems	Communication Systems	Communication Systems
Intro to Engineering	Intro to Engineering	Intro to Engineering	Intro to Engineering
	Principles of Engineering	Principles of Engineering	Principles of Engineering

Pre-Engineering Career Major

Intro to Engineering Principles of Eng Civil Engineering (Area 30) Computer Integrated Manu.(Area 30)

ENGINEERING AND TECHNOLOGY EDUCATION COURSE DESCRIPTIONS

COMMUNICATION SYSTEMS (COMM SYST)

4780

Communication Systems is a course that specializes in how people use modern communication systems to exchange information and ideas. These systems allow people to grow intellectually, express feelings, and better understand diverse cultures. This course explores the application of the tools, materials, and techniques used to design, produce, use, and assess systems of communication. Instructional strategies introduce students to the world of communication technology through a variety of means including: presentations, discussions, and laboratory activities. Students will produce graphic and electronic media as they apply communication technologies. Most activities are designed for small group work since communication takes place between two parties or machines.

- Recommended Grade Level: 9-12
- Recommended Prerequisite: Technology (ML), Technology Systems
- Credits: 1 semester course, 1 credit per semester, maximum 1 semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

INTRODUCTION TO ENGINEERING DESIGN (Non-PLTW and PLTW)

4812 PLTW

(IED)

4802 non-PLTW

(INT ENG DES)

Introduction to Engineering Design is an introductory course which develops student problem solving skills using the design process. Students document their progress of solutions as they move through the design process. Students develop solutions using elements of design and manufacturability concepts. They develop hand sketches using 2D and 3D drawing techniques. Computer Aided Design (CAD). **NOTE: Use of the PLTW Course number is limited to schools that have agreed to be part of the Project Lead the Way network and follow all training and data collection requirements.**

- Recommended Grade Level: Grade 9-12
- Recommended Prerequisites: Algebra I
- Credits: 1 credit per semester, 2 semesters maximum, maximum of 2 credits
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- This course is aligned with the following Post-Secondary courses for Dual Credit

PRINCIPLES OF ENGINEERING (Non-PLTW and PLTW)

4814 PLTW

(POE)

5644 non-PLTW

(PRNC ENG)

Principles of Engineering is a course that focuses on the process of applying engineering, technological, scientific and mathematical principles in the design, production, and operation of products, structures, and systems. This is a hands-on course designed to provide students interested in engineering careers

to explore experiences related to specialized fields such as civil, mechanical, and materials engineering. Students will engage in research, development, planning, design, production, and project management to simulate a career in engineering. The topics of ethics and the impacts of engineering decisions are also addressed. Classroom activities are organized to allow students to work in teams and use modern technological processes, computers, CAD software, and production systems in developing and presenting solutions to engineering problems. **NOTE: Use of the PLTW Course number is limited to schools that have agreed to be part of the Project Lead the Way network and follow all training and data collection requirements.**

- Recommended Grade Level: Grade 9-12
- Recommended Prerequisites: Introduction to Engineering Design
- Credits: 1 credit per semester, 2 semesters maximum, maximum of 2 credits
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- This course is aligned with the following Post-Secondary courses for Dual Credit
- Qualifies as a Quantitative Reasoning course for the General, Core 40, AHD, and THD diplomas

TRANSPORTATION SYSTEMS
(TRANS SYST)

4786

Transportation Systems is a course that specializes in the study of the transportation systems used to support commerce and the logistics for the efficient movement of goods and people. In this course, students will explore the systems, techniques and vehicles used to move people and cargo on land, water, air, and space. Activities allow students to understand a variety of transportation systems and investigate the energy, power and mechanical systems used to move people and products from one location to another.

- Recommended Grade Level: 9-12
- Recommended Prerequisites: Technology (ML)
- Credits: 1 semester course, 1 credit per semester, maximum 1 semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

FAMILY AND CONSUMER SCIENCE
SCOPE AND SEQUENCE

Grade 9	Grade 10	Grade 11	Grade 12
Careers	Careers	Careers	Careers
	Nutrition/Wellness	Nutrition/Wellness	Nutrition/Wellness
	Child Development	Child Development	Child Development
		Adv. Nutrition	Adv. Nutrition
		Adv. Child Dev.	Adv. Child Dev.

CAREER PATHWAYS FAMILY AND CONSUMER SCIENCE

Career	Grade 9	Grade 10	Grade 11	Grade 12

Pathway				
Culinary Arts	Nutrition/Wellness	Adv. Nutrition/Wellness	Culinary I at Area 30	Culinary II at Area 30
Edu/Early Child.		Child Dev/Adv Child Dev.	Early Childhood at Area 30	Early Childhood at Area 30

FAMILY AND CONSUMER SCIENCE COURSE DESCRIPTIONS

ADVANCED CHILD DEVELOPMENT

5360

(ADVCHLDDEV)

Advanced Child Development is for those students interested in life foundations, academic enrichment, and/or careers related to knowledge of children, child development, and nurturing of children. This course addresses issues of child development from age 4 through age 8 (grade 3). It builds on the *Child Development* course, which is a prerequisite. *Advanced Child Development* includes the study of professional and ethical issues in child development; child growth and development; child development theories, research, and best practices; child health and wellness; teaching and guiding children; special conditions affecting children; and career exploration in child development and nurturing. A project-based approach that utilizes higher order thinking, communication, leadership, management, and fundamentals to college and career success is recommended in order to integrate these topics into the study of child development. Direct, concrete mathematics and language arts proficiencies will be applied. Service learning, introductory laboratory/field experiences with children in preschool and early elementary school settings, and other authentic applications are strongly recommended. This course provides a foundation for continuing and post-secondary education in all career areas related to children, child development, and nurturing of children.

- Recommended Grade Level: 10, 11, 12
- Recommended Prerequisites: Child Development
- Credits: 1 Credit per Semester, maximum of 2 semesters, 2 credits maximum
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ADVANCED NUTRITION AND WELLNESS

5340

(ADV NTRN WEL)

Advanced Nutrition and Wellness is a course which provides an extensive study of nutrition. This course is recommended for all students wanting to improve their nutrition and learn how nutrition affects the body across the lifespan. *Advanced Nutrition and Wellness* is an especially appropriate course for students interested in careers in the medical field, athletic training and dietetics. This course builds on the foundation established in *Nutrition and Wellness*, which is a required prerequisite. This is a project-based course; utilizing higher-order thinking, communication, leadership and management processes. Topics include extensive study of major nutrients, nutritional standards across the lifespan, influences on nutrition/food choices, technological and scientific influences, and career exploration in this field. Laboratory experiences will be utilized to develop food handling and preparation skills; attention will be given to nutrition, food safety and sanitation. This course is the second in a sequence

of courses that provide a foundation for continuing and post-secondary education in all career areas related to nutrition, food, and wellness.

- Recommended Grade Level: 10, 11, 12
- Recommended Prerequisites: Nutrition and Wellness
- Credits: 1 Credit per Semester, maximum of 2 semesters, 2 credits maximum
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

CHILD DEVELOPMENT

(CHLD DEV)

5362

Child Development is an introductory course that is especially relevant for students interested in careers that draw on knowledge of children, child development, and nurturing of children. This course addresses issues of child development from conception/prenatal through age 3. It includes the study of prenatal development and birth; growth and development of children; child care giving and nurturing; and support systems for parents and caregivers. A project-based approach that utilizes higher order thinking, communication, leadership, management processes, and fundamentals to college and career success is recommended in order to integrate these topics into the study of child development. Direct, concrete mathematics and language arts proficiencies will be applied. Authentic applications such as introductory laboratory/field experiences with young children and/or service learning that build knowledge of children, child development, and nurturing of children are strongly recommended. This course provides the foundation for continuing and post-secondary education in all career areas related to children, child development, and nurturing of children.

- Recommended Grade Level: 10, 11, 12
- Recommended Prerequisites: None
- Credits: 1 credit per semester, maximum of 1 semester, 1 credit maximum
- Qualifies as one of the F&CS courses a student can take to waive the Health & Wellness graduation requirement. To qualify for a waiver, a student must take three of the approved courses. For more information, please see 511 IAC 6-7.1-4(c)(6).
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

NUTRITION AND WELLNESS

(NTRN WLNS)

5342

Nutrition and Wellness is an introductory course valuable for all students as a life foundation and academic enrichment; it is especially relevant for students interested in careers related to nutrition, food, and wellness. This is a nutrition class that introduces students to only the basics of food preparation so they can become self-sufficient in accessing healthy and nutritious foods. Major course topics include nutrition principles and applications; influences on nutrition and wellness; food preparation, safety, and sanitation; and science, technology, and careers in nutrition and wellness. A project-based approach that utilizes higher order thinking, communication, leadership, management processes, and fundamentals to college and career success is recommended in order to integrate these topics into the study of nutrition, food, and wellness. Food preparation experiences are a required component. Direct, concrete mathematics and language arts proficiencies will be applied. This course

is the first in a sequence of courses that provide a foundation for continuing and post-secondary education in all career areas related to nutrition, food, and wellness.

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: None
- Credits: 1 credit per semester, maximum of 1 semester, 1 credit maximum
- Qualifies as one of the F&CS courses a student can take to waive the Health & Wellness graduation requirement. To qualify for a waiver, a student must take three of the approved courses. For more information, please see 511 IAC 6-7.1-4(c)(6)
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Local programs have the option of offering a second version of the course that is focused more on the **fitness aspects** of wellness and nutrition. This version may be taught within the family and consumer sciences department or it may be interdisciplinary and team taught or co-taught with a teacher licensed in physical education. Such a course may be differentiated from the regular course offering by using a subtitle in addition to *Nutrition and Wellness*. A student may earn credits for multiple versions of the course. No waiver is required in this instance.
- Local programs may offer an additional version of this course for a specific student population, for instance, seniors who have never taken nutrition or foods courses. Such a course may be differentiated from the regular course offering by using a subtitle in addition to *Nutrition and Wellness*. A student may earn credits for multiple versions of the course. No waiver is required in this instance.

**FINE ARTS – ART EDUCATION
SCOPE AND SEQUENCE**

Grade 9	Grade 10	Grade 11	Grade 12
Intro 2D Art	Intro 2D Art	Intro 2D Art	Intro 2D Art
Intro 3D Art	Intro 3D Art	Intro 3D Art	Intro 3D Art
	Adv 2D Art	Adv 2D Art	Adv 2D Art
	Adv 3D Art	Adv 3D Art	Adv 3D Art

**FINE ARTS – MUSIC EDUCATION
SCOPE AND SEQUENCE**

Grade 9	Grade 10	Grade 11	Grade 12
Intermediate Band	Intermediate Band	Intermediate Band	Intermediate Band
Beginning Chorus	Intermediate Chorus	Intermediate Chorus	Intermediate Chorus
		AP Music Theory	AP Music Theory

FINE ART COURSE DESCRIPTIONS

INTRODUCTION TO THREE-DIMENSIONAL ART (L)

4002

(3D ART)

Introduction to Three-Dimensional Art is a course based on the Indiana Academic Standards for Visual Art. Students taking this course engage in sequential learning experiences that encompass art history, art criticism, aesthetics, production, and integrated studies and lead to the creation of portfolio quality works. Students explore historical and cultural background and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; create three-dimensional works of art, reflect upon the outcomes, and revise their work; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. They identify ways to utilize and support art museums, galleries, studios, and community resources.

- Recommended Grade Level: 9, 10, 11, or 12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
- Credits: a 1-semester course for 1 credit
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

INTRODUCTION TO TWO-DIMENSIONAL ART (L)

4000

(2D ART)

Introduction to Two-Dimensional Art is a course based on the Indiana Academic Standards for Visual Art. Students taking this course engage in sequential learning experiences that encompass art history, art criticism, aesthetics, production, and integrated studies and lead to the creation of portfolio quality works. Students explore historical and cultural background and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; create two-dimensional works of art, reflect upon the outcomes, and revise their work; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. They identify ways to utilize and support art museums, galleries, studios, and community resources.

- Recommended Grade Level: 9, 10, 11, or 12
- Credits: a 1-semester course for 1 credit
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ADVANCED THREE-DIMENSIONAL ART (L)

4006

(ADV 3D ART)

Advanced Three-Dimensional Art is a course based on the Indiana Academic Standards for Visual Art. Students in this course build on the sequential learning experiences of Introduction to Three-Dimensional Art that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students explore historical and cultural background and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; create three-dimensional works of art, reflect upon the outcomes, and revise their work; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. They identify ways to utilize and support art museums, galleries, studios, and community resources.

- Recommended Grade Level: 9, 10, 11, or 12

- Recommended Prerequisites: Introduction to Two-Dimensional Art (L), Introduction to Three-Dimensional Art (L)
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ADVANCED TWO-DIMENSIONAL ART (L)

4004

(ADV 2D ART)

Advanced Two-Dimensional Art is a course based on the Indiana Academic Standards for Visual Art. Students in this course build on the sequential learning experiences of Introduction to Two-Dimensional Art that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students explore historical and cultural background and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; create two-dimensional works of art, reflect upon the outcomes, and revise their work; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. They identify ways to utilize and support art museums, galleries, studios, and community resources.

- Recommended Grade Level: 9, 10, 11, or 12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

BEGINNING CHORUS (L)

4182

(BEG CHOR)

Beginning Chorus is based on the Indiana Academic Standards for High School Choral Music. Students taking Beginning Chorus develop musicianship and specific performance skills through ensemble and solo singing. This class includes the study of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Chorus classes provide opportunities for performing, creating, and responding to music. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

- Recommended Grade Level: 10, 11, or 12
- Laboratory course
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

INTERMEDIATE CHORUS (L)
(INT CHOR)

4186

Intermediate Chorus is based on the Indiana Academic Standards for High School Choral Music. Students taking Intermediate Chorus develop musicianship and specific performance skills through ensemble and solo singing. This class includes the study of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Chorus classes provide opportunities for performing, creating, and responding to music. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

- Recommended Grade Level: 10, 11, or 12
- Recommended Prerequisites: Beginning Chorus
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma

Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

INTERMEDIATE CONCERT BAND (L)
(INT BAND)

4168

Intermediate Concert Band is based on the Indiana Academic Standards for High School Instrumental Music. This course includes a balanced comprehensive study of music that develops skills in the psychomotor, cognitive, and affective domains. Ensemble and solo activities are designed to develop elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature, and integration of other applicable disciplines. Students study a varied repertoire of developmentally appropriate concert band literature and develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

- Recommended Grade Level: 10, 11, or 12
- Recommended Prerequisites: Beginning Concert Band
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

JAZZ ENSEMBLE (L)
(JAZZ ENS)

4164

Jazz Ensemble is based on the Indiana Academic Standards for High School Instrumental Music. Students taking this course develop musicianship and specific performance skills through group and individual settings for the study and performance of varied styles of instrumental jazz. Instruction includes the study of the history, formative, and stylistic elements of jazz. Students develop their creative skills through improvisation, composition, arranging, performing, listening, and analyzing. A limited amount of time outside of the school day may be scheduled for rehearsals and performances. In addition, a limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students must participate in performance opportunities outside of the school day that support and extend the learning in the classroom. Student participants must also be receiving instruction in another band or orchestra class offering at the discretion of the director.

- Recommended Grade Level: 10, 11, or 12
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for the Core 40 with Academic Honors diploma if students are enrolled in another band or orchestra course
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

MUSIC THEORY, ADVANCED PLACEMENT
(MUS TH AP)

4210

Music Theory, Advanced Placement is a course based on the content established by the College Board. Music Theory is intended for secondary school students who have completed music studies comparable to a first-year college course in music theory. The guidelines for the course that are published by The College Board may not match any particular college program, but they do reflect the coverage of content and level of skills typical of most first-year college courses. This course should integrate aspects of melody, harmony, texture, rhythm, form, musical analysis, elementary composition, and history, and style. The student's ability to read and write musical notation is fundamental to this course, and it is also assumed that the student has acquired at least basic performance skills in voice or on an instrument. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:

<http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

- Recommended Grade Level: 10, 11, or 12
- Credits: a 2 semester course for 1 credit each semester.
- Fulfills requirement for two Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

**HEALTH, PHYSICAL EDUCATION & SAFETY
SCOPE AND SEQUENCE**

Grade 9	Grade 10	Grade 11	Grade 12
PE I	PE II	PE II	PE II
	Health & Wellness		

**HEALTH EDUCATION
PHYSICAL EDUCATION
COURSE DESCRIPTIONS**

HEALTH & WELLNESS EDUCATION

3506

(HLTH&WELL)

Health & Wellness, a course based on *Indiana’s Academic Standards for Health & Wellness*, provides the basis to help students adopt and maintain healthy behaviors. Health education should contribute directly to a student’s ability to successfully practice behaviors that protect and promote health and avoid or reduce health risks. Through a variety of instructional strategies, students practice the development of functional health information (essential concepts); determine personal values that support health behaviors; develop group norms that value a healthy lifestyle; develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors. This course includes the application of priority areas in a planned, sequential, comprehensive health education curriculum. Priority areas include: promoting personal health and wellness, physical activity, healthy eating, promoting safety and preventing unintentional injury and violence, promoting mental and emotional health, a tobacco-free lifestyle and an alcohol- and other drug-free lifestyle and promoting human development and family health. This course provides students with the knowledge and skills of health and wellness core concepts, analyzing influences, accessing information, interpersonal communication, decision-making and goal-setting skills, health-enhancing behaviors, and health and wellness advocacy skills.

- Recommended Grade Level: 9 – 12
- Recommended Prerequisites: 8th grade health education
- Credits: 1 credit, 1 semester course
- Fulfills the Health & Wellness requirement for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors diplomas

PHYSICAL EDUCATION I (L)

3542

(PHYS ED)

Physical Education I focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which provide students with opportunities to actively participate in at least four of the following: team sports; dual sport activities; individual physical

activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all which are within the framework of lifetime physical activities and fitness. Ongoing assessment includes both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEP's and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.). See 511 IAC 7-27-9, 7-27-11.

- Recommended Grade Level: 9 – 12
- Recommended Prerequisites: Grade 8 Physical Education
- Credits: 1 credit per semester
- Fulfills part of the Physical Education requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Recommended: Classes are co-educational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender.
- Adapted physical education must be offered, as needed, in the least restricted environment and must be based upon an individual assessment.
- As a designated laboratory course, 25% of course time must be spent in activity

ALTERNATE PE CREDIT OPTION

If a student participates in an IHSAA sponsored sport at NPHS and completes the following, the student may be eligible to earn high school credit for either PE I and/or PE II. Managers and student assistants are excluded.

- a) complete the season in good standing without injury that affects more than 10% of the season
- b) demonstrate 90% participation in group activities
- c) exhibit responsible personal and social behavior by not violating the School and Athletic Code of Conduct

Guidelines

1. Students must complete the athletic activity for the PE Credit Waiver before the start of their junior year.
2. Students may earn a maximum of two (2) credits using the PE Credit Waiver Application process (PE I A and PE I B).
3. Students must apply for each credit. Students will be limited to one (1) credit per sport season. Credit will be issued at the end of the sport season.
4. Any student who successfully completes the sport season and earns a PE credit will be assigned a letter grade of A.
5. PE will not appear on a student's schedule and therefore cannot count towards the five required credits for IHSAA athletic eligibility.
6. PE credits will be recorded on transcripts and will affect honor roll, GPA, and class rank.

PHYSICAL EDUCATION II (L) *(PHYS ED II)*

3544

Physical Education II focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which provide students with opportunities to actively participate in four of the following that were not in Physical Education I: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all which are within the framework of lifetime physical activities and fitness.

Ongoing assessment includes both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEP's and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.). See 511 IAC 7-27-9, 7-27-11.

- Recommended Grade Level: 9 – 12
- Recommended Prerequisites: Physical Education I
- Credits: 1 credit per semester
- Fulfills part of the Physical Education requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Recommended: Classes are co-educational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender.
- Adapted physical education must be offered, as needed, in the least restricted environment and must be based upon an individual assessment.
- As a designated laboratory course, 25% of course time must be spent in activity.

**ENGLISH/LANGUAGE ARTS
SCOPE AND SEQUENCE**

Grade 9	Grade 10	Grade 11	Grade 12
English/Honors	English/Honors	English/Honors	English
Language Lab	Language Lab	AP English	AP English
	Newspaper	Language Lab	Language Lab
	Film Literature	Newspaper	Newspaper
	Creative Writing	Film Literature	Film Literature
		Novels	Novels
		Yearbook	Yearbook
		Interactive Media	Interactive Media
		Creative Writing	Creative Writing

**FOREIGN LANGUAGE
SCOPE AND SEQUENCE**

SPANISH

Grade 9	Grade 10	Grade 11	Grade 12
Spanish I	Spanish I	Spanish I	Spanish I
	Spanish II	Spanish II	Spanish II
	Spanish III	Spanish III	Spanish III
			AP Spanish

**LANGUAGE ARTS/FOREIGN LANGUAGE
COURSE DESCRIPTIONS**

FOREWORD: All English courses are offered on two different skill levels. These levels are differentiated by the use of the terms “Honors” and “English.” One credit will be awarded at the end of each semester.

A student is expected to complete both semesters of a current level of English, receiving two (2) credits, before advancing to the next level. A student who fails a semester of English may retake it during summer school or the following school year. Waiting until the following year will put the student behind one year in acquiring the required 8 credits in English because the second semester of a given level may not be taken before the first semester. Students failing a semester of English must earn that credit in summer school, or through a school approved correspondence course, or through a school approved evening course.

ENGLISH 9 (ENG 9)

1002

English 9, an integrated English course based on *Indiana's Academic Standards for English/Language Arts in Grade 9* and the *Common Core State Standards for English/Language Arts*, is a study of language, literature, composition, and oral communication with a focus on exploring a wide-variety of genres and their elements. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate for Grade 9 in classic and contemporary literature balanced with nonfiction. Students write short stories, responses to literature, expository and persuasive compositions, research reports, business letters, and technical documents. Students deliver grade-appropriate oral presentations and access, analyze, and evaluate online information.

- Recommended Grade Level: Grade 9
- Recommended Prerequisites: None
- Credits: 2 credits, a two-semester course with 1 credit per semester
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

1002H

HONORS ENGLISH 9

Prerequisite- Teacher Recommendation

Through the integrated study of literature, composition, and oral communication, English 9 Honors students further develop their use of language as a tool for learning and thinking and as a source of pleasure. Students practice identifying, analyzing, and composing with different elements, structures, and genres of written language. Grammar is reviewed, reinforced, and expanded. Sentence diagramming is used to show the relationship of words, phrases, and clauses and to analyze the English language for more effective communication. Writing skills are practiced throughout the year. Composition includes sentence types, structure, and variation; developing paragraphs and revision; short compositions and a research paper. Literature is studied mainly from an anthology supplemented with other selections. Comprehensive and essay tests are taken. A book from a college-bound book list is reported on each grading period and four novels are read as class projects. Vocabulary is stressed throughout the year. Examples of authors are Golding, Orwell, Dickens and Shakespeare.

Honors English 9 students complete a formal research paper that demonstrates proficiency in conducting research and writing about a chosen topic.

ENGLISH 10
(ENG 10)

1004

English 10, an integrated English course based on *Indiana's Academic Standards for English/Language Arts* in Grade 10 and the *Common Core State Standards for English/Language Arts*, is a study of language, literature, composition, and oral communication with a focus on exploring universal themes across a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate for Grade 10 in classic and contemporary literature balanced with nonfiction. Students write short stories, responses to literature, expository and persuasive compositions, research reports, business letters, and technical documents. Students deliver grade-appropriate oral presentations and access, analyze, and evaluate online information.

- Recommended Grade Level: Grade 10
- Recommended Prerequisites: English 9 or teacher recommendation
- Credits: 2 credits, a two-semester course with 1 credit per semester
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

1004H

HONORS ENGLISH 10

PREREQUISITE – C or better in Honors English 9 and/or teacher recommendation

Students in Honors English 10 practice distinguishing among the different types of contents and purposes language can hold, for example, logic, opinion, ideology, point-of-view, and suggestion. Moreover, students practice using language for different, sophisticated purposes, including: (1) identifying and forming conclusions; (2) recognizing and using persuasive devices; (3) judging an author's purpose, perspective, and expertise; and (4) reading and interpreting public documents, instructions, and symbols; and develop vocabulary through (1) decoding, (2) the use of Greek and Latin roots, (3) literary terms and the use of glossaries, (4) contextual clues, and (5) independent reading. Grammar study focuses on correct usage in writing and speaking. Grammatical problem areas in student compositions will be identified and will form the basis for in-depth study and correction. Variety of sentence structure as a tool of good writing will be emphasized. This course differs from English 10 in that there is added emphasis on higher-level thinking skills in literature. Students read Greek drama and selected stories, plays, essays, poems and novels by American and European authors. Special emphasis is placed on works by Harper Lee and William Shakespeare. Composition focuses on developing the short essay in both the personal and formal genre. Essay tests encourage the student to practice his skills on a frequent basis. Written book reports must be submitted at least once each semester. Vocabulary study is an integral aspect of both semesters. Honors English 10 students complete a formal research paper that demonstrates proficiency in conducting research and writing about a chosen topic.

ENGLISH 11
(ENG 11)

1006

English 11, an integrated English course based on *Indiana's Academic Standards for English/Language Arts* in Grade 11 and the *Common Core State Standards for English/Language Arts*, is a study of language,

literature, composition, and oral communication with a focus on exploring characterization across universal themes and a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate for Grade 11 in classic and contemporary literature balanced with nonfiction. Students write fictional narratives, short stories, responses to literature, reflective compositions, historical investigation reports, resumes, and technical documents incorporating visual information in the form of pictures, graphs, and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.

- Recommended Grade Level: Grade 11
- Recommended Prerequisites: English 9 and English 10 or teacher recommendation
- Credits: 2 credits, a two-semester course with 1 credit per semester
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

1006 H

HONORS ENGLISH 11

PREREQUISITE – C or better in Honors English 10 and/or teacher recommendation)

English 11 incorporated the study of American Literature from different periods. Literature instruction focuses on opportunities to develop criteria for judging and analyzing literary works, speeches, essays, and poetry. Instruction also focuses on selecting appropriate reading skills and strategies to: (1) distinguish elements in literature that make it a reflection of the social, economic, political thinking, or condition of the times; (2) analyze literature as it reflects divergent points of view; and (3) identify how contemporary writing reflects past tradition and movements. The grammar composition reviews and refines grammar and usage skills studied in Honors English 9 and 10. The main thrust deals with the developing and polishing of skills in the different modes of writing. The formal study of grammar, usage, spelling, and language mechanics is integrated into the study of writing. Using technology, students receive instruction and practice in the writing process including prewriting, drafting, revising, editing, and publishing. Revision skills are also stressed. The Adventures of Huckleberry Finn and The Accidental Tourist are required novels for the course. Weekly vocabulary study is also a required part of the course. The literature portion of the course is an in-depth study of the different periods in American literature with stress placed upon the major authors of each period. The student develops a working familiarity with literary terms essential to understanding and appreciating literature. Critical thinking and analysis is stressed in this course. Honors English 11 students complete a formal research paper in order to demonstrate proficiency in conducting research and writing about a chosen topic.

ENGLISH 12

(ENG 12)

1008

English 12, an integrated English course based on Indiana's Academic Standards for English/Language Arts for Grade 12 and the Common Core State Standards for English/Language Arts, is a study of language, literature, composition, and oral communication focusing on an exploration of point of view or perspective across a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance for Grade 12 in classic and

contemporary literature balanced with nonfiction. Students write fictional narratives, short stories, responses to literature, reflective compositions, historical investigation reports, resumes and technical documents incorporating visual information in the form of pictures, graphs, and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information

- Recommended Grade Level: Grade 12
- Recommended Prerequisites: English 9, English 10, and English 11 or teacher recommendation
- Credits: 2 credits, a two-semester course with 1 credit per semester
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ENGLISH LITERATURE AND COMPOSITION, ADVANCED PLACEMENT

1058

(LIT/COMP AP)

English Literature and Composition, Advanced Placement, is an advanced placement course based on content established by the College Board. An AP English course in Literature and Composition engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:

<http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

- Recommended Grade Level: Grades 11 and 12
- Recommended Prerequisites: English 9 and English 10 or other literature, language, composition, and speech courses or teacher recommendation
- Credits: 2 credits, a two-semester course with 1 credit per semester
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- College Board does NOT designate the grade level (Grade 11 or 12) when this course should be offered.
- English 12 could be incorporated into this course, if this course is offered at Grade 12

LANGUAGE ARTS LAB

1010

(LANG LAB)

Language Arts Lab is a supplemental course that provides students with individualized or small group instruction designed to support success in completing language arts course work aligned with *Indiana's Academic Standards for English/Language Arts* in Grades 9-12 and the *Common Core State Standards for English/Language Arts*, focusing on the Writing Standards (Standards 4, 5, and 6).

- Recommended Grade Level: Grades 9-12
- Recommended Prerequisites: None
- Credits: 1-8 credits. The nature of this course allows for successive semesters of instruction at advanced levels.
- Counts as an English/Language Arts Elective only for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

- This course is for students who need additional support in all the language arts (reading, writing, speaking and listening), especially in writing.
- NOTE: The course may also be used for students who need extra preparation to take Advanced Placement classes or college placement examinations.

STUDENT PUBLICATIONS

(STDNT PUBS)

1086

Student Publications, a course based on the High School Journalism Standards and the Student Publications Standards, is the continuation of the study of journalism. Students demonstrate their ability to do journalistic writing and design for high school publications, including school newspapers and yearbooks, and a variety of media formats. Students follow the ethical principles and legal boundaries that guide scholastic journalism. Students express themselves publicly with meaning and clarity for the purpose of informing, entertaining, or persuading. Students work on high school publications or media staffs so that they may prepare themselves for career paths in journalism, communications, writing, or related fields.

- Recommended Grade Level: Grades 9, 10, 11, or 12
- Recommended Prerequisites: Journalism, Mass Media, or teacher recommendation
- Credits: 1-8 credits. The nature of this course allows for successive semesters of instruction at advanced levels. May be offered over three- or four-years by titling the course Beginning, Intermediate, or Advanced.
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or two (2) credits accrued as an English/Language Arts requirement for the General Diploma only if the course work addresses Indiana's Academic Standards for English/Language Arts
- Journalism Academic Career Path form; High School Journalism Standards; Student Publications Standards: <http://www.doe.in.gov/opd/languagearts/publications.html>

NOTE: This is the designated school newspaper or yearbook course.

FILM LITERATURE

(FILM LIT)

1034

Film Literature, a course based on *Indiana's Academic Standards for English/Language Arts and the Common Core State Standards for English/Language Arts*, is a study of how literature is adapted for film or media and includes role playing as film directors for selected screen scenes. Students read about the history of film, the reflection or influence of film on the culture, and issues of interpretation, production and adaptation. Students examine the visual interpretation of literary techniques and auditory language in film and the limitations or special capacities of film versus text to present a literary work. Students analyze how films portray the human condition and the roles of men and women and the various ethnic or cultural minorities in the past and present. **FILM LITERATURE PROJECT:** Students complete a project, such as doing an historical timeline and bibliography on the development of film or the creation of a short- subject film, which demonstrates knowledge, application, and progress in the Film Literature course content.

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 credit
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

NOTE: Students are strongly encouraged to combine this course with a composition course that they take before, concurrently, or after the course.

1042

NOVELS
(NOVELS)

Novels, a course based on *Indiana's Academic Standards for English/Language Arts* and the *Common Core State Standards for English/Language Arts*, is a study of the distinct features of the novel, such as narrative and fictional elements of setting, conflict, climax, and resolution, and may be organized by historical periods, themes, or authors. Students examine novels of a given period, such as Victorian, the Modern Period, or Contemporary Literature, and what distinguishes novels from short stories, epics, romances, biographies, science fiction, and others. Students analyze novels by various important authors in the past and present or sets of novels in a given time period or across time periods or covering a particular theme.

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 credit
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

NOTE: Students are strongly encouraged to combine this course with a composition course that they take before, concurrently, or after the course.

1092

CREATIVE WRITING
(CREAT WRIT)

Composition, a course based on *Indiana's Academic Standards for English/Language Arts* and the *Common Core State Standards for English/Language Arts*, is a study and application of the rhetorical (effective) writing strategies for prose and poetry. Using the writing process, students demonstrate a command of vocabulary, the nuances of language and vocabulary, English language conventions, an awareness of the audience, the purposes for writing, and the style of their own writing. **CREATIVE WRITING PROJECT:** Students complete a project, such as a short story, a narrative or epic poem, a persuasive speech or letter, a book review, a script or short play, or other creative compositions, which demonstrates knowledge, application, and writing progress in the Creative Writing course content.

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 credit
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

NOTE: Students are strongly encouraged to combine this course with a literature course that they take before, concurrently, or after the course.

WORLD LANGUAGES COURSE DESCRIPTIONS

SPANISH I (SPAN I)

2120

Spanish I, a course based on *Indiana's Academic Standards for World Languages*, introduces students to effective strategies for beginning Spanish language learning, and to various aspects of Spanish-speaking culture. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participate in brief guided conversations on familiar topics, and write short passages with guidance. This course also emphasizes the development of reading and listening comprehension skills, such as reading isolated words and phrases in a situational context and comprehending brief written or oral directions. Additionally, students will examine the practices, products and perspectives of Spanish-speaking culture; recognize basic routine practices of the target culture; and recognize and use situation-appropriate non-verbal communication. This course further emphasizes making connections across content areas and the application of understanding Spanish language and culture outside of the classroom.

- Recommended Grade Level: 9-12
- Recommended Prerequisites: None
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

SPANISH II (SPAN II)

2122

Spanish II, a course based on *Indiana's Academic Standards for World Languages*, builds upon effective strategies for Spanish language learning by encouraging the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to requests and questions in expanded contexts, participate independently in brief conversations on familiar topics, and write cohesive passages with greater independence and using appropriate formats. This course also emphasizes the development of reading and listening comprehension skills, such as using contextual clues to guess meaning and comprehending longer written or oral directions. Students will address the presentational mode by presenting prepared material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will describe the practices, products and perspectives of Spanish-speaking culture; report on basic family and social practices of the target culture; and describe contributions from the target culture. This course further emphasizes making connections across content areas and the application of understanding Spanish language and culture outside of the classroom.

- Recommended Grade Level: 9-12
- Recommended Prerequisites: Spanish I
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

2124

SPANISH III
(SPAN III)

Spanish III, a course based on *Indiana's Academic Standards for World Languages*, builds upon effective strategies for Spanish language learning by facilitating the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to initiate, sustain and close conversations; exchange detailed information in oral and written form; and write cohesive information with greater detail. This course also emphasizes the continued development of reading and listening comprehension skills, such as using cognates, synonyms and antonyms to derive meaning from written and oral information, as well as comprehending detailed written or oral directions. Students will address the presentational mode by presenting student-created material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will continue to develop understanding of Spanish-speaking culture through recognition of the interrelations among the practices, products and perspectives of the target culture; discussion of significant events in the target culture; and investigation of elements that shape cultural identity in the target culture. This course further emphasizes making connections across content areas as well the application of understanding Spanish language and culture outside of the classroom.

- Recommended Grade Level: 9-12
- Recommended Prerequisites: Spanish I and II
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

SPANISH LANGUAGE, ADVANCED PLACEMENT
(SP LANG AP)

2132

Spanish Language, Advanced Placement is a course based on content established by the College Board. Emphasizing the use of the Spanish language for active communication, the AP Spanish Language course has as its objective the development of advanced listening comprehension, reading without the use of a dictionary, expanded conversational skills, fluent and accurate written expression, and strong command of vocabulary and structure of the Spanish language. Course content might best reflect interests shared by the students and the teacher, e.g. the arts, current events, sports, etc. The AP Spanish Language course seeks to develop language skills that are useful in themselves and that can be applied to various activities and disciplines rather than being limited to any specific body of subject matter. Extensive practice in the organization and writing of compositions should also be emphasized. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:

<http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

- Recommended Grade Level: 11-12
- Recommended Prerequisites: Spanish I, II and III
- Credits: A 2-credit course, 1 credit per semester
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

MATHEMATICS SCOPE AND SEQUENCE

ACADEMIC HONORS TRACK

Grade 9	Grade 10	Grade 11	Grade 12
Algebra I	Geometry Honors	Algebra II Honors	Trig/Pre-Calc
Geometry Honors	Algebra II Honors	Trig/Pre-Calc	AP Calculus

CORE 40 TRACK

Grade 9	Grade 10	Grade 11	Grade 12
Algebra I	Algebra II	Geometry	Probability/Finite Math
Algebra I Enrichment	Algebra I Enrichment	Algebra I Enrichment	Algebra I Enrichment

If a student is on the Academic Honors diploma track, he/she will take Algebra I or Geometry Honors as a Freshman, Geometry Honors or Algebra II Honors as a Sophomore, Algebra II Honors or Pre-Calculus as a Junior, and Pre-Calculus or AP Calculus as a Senior. AHD students must take four years of Math.

If a student is on a Core 40 diploma track, he/she will take Algebra I as a Freshman, Algebra II as a Sophomore, and Geometry as a Junior. They may take Probability and Discrete Math as a Senior if they so choose. The Core 40 diploma only requires three years of Math and they must be Algebra I, Geometry, and Algebra II.

The Eighth Grade Algebra I credits for those students in accelerated math will **not** be included as part of six required mathematics credits for the Core 40 diploma and as part of the eight required mathematics credits for the Core 40 with Academic Honors Diploma and the Core 40 with Technical Honors Diploma. Those students who take Algebra I in the eighth grade still need to take four years of math or quantitative reasoning upon entering high school.

MATHEMATICS COURSE DESCRIPTIONS

ALGEBRA ENRICHMENT

2516

(ALG ENRICH)

Algebra Enrichment is a mathematics support course for *Algebra I*. The course provides students with additional time to build the foundations necessary for high school math courses, while concurrently having access to rigorous, grade-level appropriate courses. The five critical areas of *Algebra Enrichment* align with the critical areas of *Algebra I*: Relationships between Quantities and Reasoning with Equations; Linear and Exponential Relationships; Descriptive Statistics; Expressions and Equations; and Quadratic Functions and Modeling. However, whereas *Algebra I* contains exclusively grade-level content, *Algebra Enrichment* combines standards from high school courses with foundational standards from the middle grades.

- Credits: A two credit course
- Counts as a Mathematics Course for the General Diploma only or as an Elective for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Algebra Enrichment is designed as a support course for Algebra I. As such, a student taking Algebra Enrichment must also be enrolled in Algebra I during the same academic year.

ALGEBRA I

(ALG I)

2520

Algebra I formalizes and extends the mathematics students learned in the middle grades. Five critical areas comprise Algebra I: Relations and Functions; Linear Equations and Inequalities; Quadratic and Nonlinear Equations; Systems of Equations and Inequalities; and Polynomial Expressions. The critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- Credits: A two credit course
- Fulfills the Algebra I/Integrated Mathematics I requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Students pursuing Core 40, Core 40 with Academic Honors, or Core 40 with Technical Honors diploma should receive credit for Algebra I by the end of Grade 9
- Qualifies as a Quantitative Reasoning course for the General, Core 40, AHD, and THD diplomas

ALGEBRA II/HONORS ALGEBRA II

(ALG II)

2522

Algebra II builds on work with linear, quadratic, and exponential functions and allows for students to extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- Recommended Prerequisite: Algebra I
- Credits: A two credit course
- Fulfills the Algebra II/Integrated Mathematics III requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas and counts as a Mathematics Course for the General Diploma
- Qualifies as a Quantitative Reasoning course for the General, Core 40, AHD, and THD diplomas

CALCULUS AB, ADVANCED PLACEMENT

(CALC AB AP)

2562

Calculus AB, Advanced Placement is a course based on content established by the College Board. *Calculus AB* is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations also are important. Topics include: (1) functions, graphs, and limits; (2) derivatives; and (3) integrals.

Technology should be used regularly by students and teachers to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:

<http://apcentral.collegeboard.com/apc/public/repository/ap-calculus-course-description.pdf>

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisite: Pre-calculus/Trigonometry
- Credits: A two credit course, one credit per semester
- Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

FINITE MATHEMATICS (Formerly Discrete Math)

2530

(FINITE)

Finite Mathematics is an umbrella of mathematical topics. It is a course designed for students who will undertake higher-level mathematics in college that may not include calculus.

Topics include: (1) counting techniques, (2) matrices, (3) recursion, (4) graph theory, (5) social choice, (6) linear programming, and (7) game theory. Technology, such as computers and graphing calculators, should be used frequently.

- Recommended Prerequisite: Algebra II or Integrated Mathematics III
- Credits: A two credit course based on Indiana's Common Core Standards for Finite Mathematics Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

GEOMETRY/HONORS GEOMETRY

2532

(GEOM)

Geometry formalizes and extends students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Six critical areas comprise the *Geometry* course: Congruency and Similarity; Measurement; Analytic Geometry; Circles; and Polyhedra. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school INCC The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- Recommended Prerequisite: Algebra I
- Credits: A two credit course
- Fulfills the Geometry/Integrated Mathematics II requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas and counts as a Mathematics Course for the General Diploma

MATHEMATICS LAB

(MATH LAB)

2560

Mathematics Lab provides students with individualized instruction designed to support success in completing mathematics coursework aligned with *Indiana's Academic Standards for Mathematics*. It is recommended that *Mathematics Lab* is taken in conjunction with a Core 40 mathematics course, and the content of *Mathematics Lab* should be tightly aligned to the content of its corresponding course. *Mathematics Lab* should not be offered in conjunction with *Algebra I* or *Integrated Mathematics I*; instead, schools should offer *Algebra Enrichment* or *Integrated Mathematics Enrichment* to provide students with rigorous support for these courses.

- Credits: A one to eight credit elective course
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Clarifying information can be appended to the end of the course title to denote the content covered in each course
 - *Example: Mathematics Lab* used to support students in *Algebra II* can be recorded on the transcript as *Mathematics Lab – Algebra II*.

PRE-CALCULUS/TRIGONOMETRY

(PRECAL/TRIG)

2564

Pre-Calculus/Trigonometry is a two-credit course that combines the material from *Trigonometry* and *Pre-Calculus* into one course. The foundations of algebra and functions developed in previous courses will be extended to new functions, including exponential and logarithmic functions, and to higher-level sequences and series. The course provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Students will also advance their understanding of *imaginary* numbers through an investigation of complex numbers and polar coordinates. The course is designed for students who expect math to be a major component of their future college and career experiences, and as such it is designed to provide students with strong foundations for calculus and other higher-level math courses.

- Recommended Prerequisite: Algebra II and Geometry or Integrated Mathematics III
- Credits: A two-credit course
- Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

PROBABILITY AND STATISTICS

(PROB/STAT)

2546

Probability and Statistics includes the concepts and skills needed to apply statistical techniques in the decision-making process. Topics include: (1) descriptive statistics, (2) probability, and (3) statistical inference. Practical examples based on real experimental data are used throughout. Students plan and conduct experiments or surveys and analyze the resulting data. The use of graphing calculators and computer programs is encouraged.

- Recommended Prerequisite: Algebra II or Integrated Mathematics III
- Credits: A one credit course

- Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

MULTIDISCIPLINARY COURSE DESCRIPTIONS

CAREER INFORMATION AND EXPLORATION

0522

(CARR INFO)

The course in Career Information and Exploration provides students opportunities to learn about themselves and about various traditional and nontraditional occupations and careers. Students also gain an awareness of the type of occupational preparation or training needed for various occupations and careers. Students develop skills in: (1) employability, (2) understanding the economic process, and (3) decision making and planning. Opportunities are provided for students to observe various job situations through field trips, internships, mock interviews, and guest speakers. Resume development experience and career-related testing are also provided to students.

- Recommended Grade Level: 11 or 12
- Recommended Prerequisites: None
- Credits: One or two semester, one credit per semester
- Counts as an Elective for all diplomas

PEER TUTORING

0520

(PEER TUTR)

Peer Tutoring provides high school students with an organized exploratory experience to assist students in kindergarten through grade twelve (K-12), through a helping relationship, with their studies and personal growth and development. The course provides opportunities for the students taking the course to develop a basic understanding of individual differences and to explore career options in related fields. Peer Tutoring experiences are preplanned by the teacher trainer and any cooperating teacher under whom the tutoring is to be provided. It must be conducted under the supervision of a licensed teacher. The course provides a balance of class work relating to the development of and use of: (1) listening skills, (2) communication skills, (3) facilitation skills, (4) decision-making skills, and (5) teaching strategies.

**SCIENCE DEPARTMENT
SCOPE AND SEQUENCE**

Grade 9	Grade 10	Grade 11	Grade 12
Biology	Biology	Biology	Biology
Biology Honors	Biology Honors	Biology Honors	Biology Honors
Earth Science	Earth Science	Earth Science	Earth Science
		AP Biology	AP Biology
	Anatomy/Physiology	Anatomy/Physiology	Anatomy/Physiology
	Chemistry	Chemistry	Chemistry
	Physics	Physics	Physics
	Integrated Chem/Phys.	Integrated Chem/Phys.	Integrated Chem/Phys.
		AP Chemistry	AP Chemistry

SCIENCE COURSE DESCRIPTIONS

LIFE SCIENCES

ANATOMY AND PHYSIOLOGY

5276

(A & P)

Anatomy & Physiology is a course in which students investigate concepts related to Health Science, with emphasis on interdependence of systems and contributions of each system to the maintenance of a healthy body. Introduces students to the cell, which is the basic structural and functional unit of all organisms, and covers tissues, integument, skeleton, muscular and nervous systems as an integrated unit. Through instruction, including laboratory activities, students apply concepts associated with Human Anatomy & Physiology. Students will understand the structure, organization and function of the various components of the healthy body in order to apply this knowledge in all health related fields.

- Recommended Grade Level: Grade 11,12
- Recommended Prerequisites: Biology
- Credits: 1 credit per semester, maximum of 2 semesters, maximum of 2 credits
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Fulfills a Core 40 Science course requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas or counts as an Elective or Directed Elective for any diploma
- This course is aligned with postsecondary courses for Dual Credit

BIOLOGY I (L)

(BIO I)

3024

Biology I is a course based on the following core topics: cellular chemistry, structure and reproduction; matter cycles and energy transfer; interdependence of organisms; molecular basis of heredity; genetics

and evolution. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

- Recommended Grade Level: 10
- Credits: A two credit course
- Fulfills the life science requirement for the General diploma, Fulfills Biology credit for Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

3024H

BIOLOGY I (HONORS)

PREREQUISITE: Teacher Recommendation

Biology I (Honors) contains all the lessons and instructional activities of Biology I with additional emphasis placed on broad concepts applicable to all living systems. Details concerning the diversity of processes, structures, and organisms are related to the basic principles and features of all life. Laboratory investigations are an essential component of the learning experience. Out of class projects are expected. Biology I (Honors) provides, through regular laboratory and field investigations, a study of the structures and functions of living organisms and their interactions with their environment. At a minimum, this study explores the functions and processes of cells, tissues, organs, and systems within various species of living organisms and the roles and interdependencies of organisms within populations, communities, ecosystems, and the biosphere. Students have opportunities to: (1) gain an understanding of the history of the development of biological knowledge, (2) explore the uses of biology in various careers, and (3) investigate biological questions and problems related to personal needs and social issues through local environmental experimentation, data collection and research.

Biology I (Honors) also contains additional requirements not expected in Biology I. At least 50% of the course consists of laboratory experiences. Upon completion of semester one, Biology I (Honors) students are expected to be able to communicate their understanding of cell structure, function and complexity through the construction of plant and animal cell models and a simple fragment model of DNA that includes a gene essential for the survival of living organisms. Throughout the second semester, Biology I (Honors) students are expected to communicate their understanding of the classification of, and the evolution of, organisms through four in-class multimedia presentations subject to class discussion and debate.

BIOLOGY, ADVANCED PLACEMENT (L)

3020

(BIO AP)

Biology, Advanced Placement is a course based on the content established by the College Board. The major themes of the course include: The process of evolution drives the diversity and unity of life, Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis, Living systems store, retrieve, transmit and respond to information essential to life processes, Biological systems interact, and these systems and their interactions possess complex properties. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:

<http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

- Recommended Grade Level: 11-12
- Prerequisite: Biology I and Chemistry I (A or B only), As or Bs in all Math credits
- Credits: A two credit course, 1 credit per semester
- Counts as a Science Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Qualifies as a Quantitative Reasoning course for the General, Core 40, AHD, and THD diplomas

PHYSICAL SCIENCES

CHEMISTRY I (L)

(CHEM I)

3064

Chemistry I is a course based on the following core topics: properties and states of matter; atomic structure; bonding; chemical reactions; solution chemistry; behavior of gases, and organic chemistry. Students enrolled in Chemistry I compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of its interactions. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures. Recommended Grade Level: 10-12

- Recommended Prerequisite: Algebra II (can be taken concurrently)
 - Credits: A two credit course
 - Fulfills the requirement for physical science for the General diploma. Fulfills Chemistry credit for Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- Qualifies as a Quantitative Reasoning course for the General, Core 40, AHD, and THD diplomas

CHEMISTRY, ADVANCED PLACEMENT (L)

(CHEM AP)

3060

Chemistry, Advanced Placement is a course based on the content established by the College Board. The content includes: (1) structure of matter: atomic theory and structure, chemical bonding, molecular models, nuclear chemistry; (2) states of matter: gases, liquids and solids, solutions; and (3) reactions: reaction types, stoichiometry, equilibrium, kinetics and thermodynamics. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:

<http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

- Advanced Placement (AP) Courses are intended to be the equivalent to the comparable college level course. Most AP courses require instructional time equivalent to two traditional semesters, or one academic year in order to adequately address the course content and prepare students for the associated exam. However, the bulleted items following each course description indicate the AP courses that could conceivably be completed in either one semester or two.
- Recommended Grade Level: 12
- Recommended Prerequisite: Chemistry I, Algebra II, Pre-calculus/Trigonometry
- Credits: A two credit course, 1 credit per semester
- Counts as a Science Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

Qualifies as a Quantitative Reasoning course for the General, Core 40, AHD, and THD diplomas

EARTH AND SPACE SCIENCE I (L)

(EAS SCI I)

3044

Earth and Space Science I is a course focused on the following core topics: study of the earth's layers; atmosphere and hydrosphere; structure and scale of the universe; the solar system and earth processes. Students analyze and describe earth's interconnected systems and examine how earth's materials, landforms, and continents are modified across geological time. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

- Recommended Grade Level: 9-10
- Credits: A two credit course
- Fulfills the earth and space science requirement for the General Diploma. Fulfills Core 40 science credit for Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

INTEGRATED CHEMISTRY-PHYSICS (L)

(ICP)

3108

Integrated Chemistry-Physics is a course focused on the following core topics: motion and energy of macroscopic objects; chemical, electrical, mechanical and nuclear energy; properties of matter; transport of energy; magnetism; energy production and its relationship to the environment and economy. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures

- Recommended Grade Level: 9
- Recommended Prerequisite: Algebra I (may be taken concurrently with this course)
- Credits: A two credit course
- Fulfills the physical science requirement for the General diploma. Fulfills the 2 credit requirement for Chemistry I, Physics I, or Integrated Chemistry and Physics towards the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

PHYSICS I (L)

(PHYS I)

3084

Physics I is a course focused on the following core topics: motion and forces; energy and momentum; temperature and thermal energy transfer; electricity and magnetism; vibrations and waves; light and optics. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

- Recommended Grade Level: 11-12
- Recommended Prerequisite: Algebra II
- Credits: A two credit course

- Fulfills the physical science requirement for the General diploma. Fulfills the 2 credit requirement for Chemistry I, Physics I, or Integrated Chemistry and Physics towards the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- Qualifies as a Quantitative Reasoning course for the General, Core 40, AHD, and THD diplomas

**SOCIAL STUDIES DEPARTMENT
SCOPE AND SEQUENCE**

Grade 9	Grade 10	Grade 11	Grade 12
Current Issues	Current Issues		
	World History	World History	World History
		US History	US History
		Law Education	Law Education
		Psychology	Psychology
		Topics Social Sciences	Topics Social Sciences
			Government
			Economics

**SOCIAL STUDIES
COURSE DESCRIPTIONS**

CURRENT PROBLEMS, ISSUES, AND EVENTS

1512

(CPIE)

Current Problems, Issues, and Events gives students the opportunity to apply investigative and inquiry techniques to the study of significant problems or issues. Students develop competence in (1) recognizing cause and effect relationships, (2) recognizing fallacies in reasoning and propaganda devices, (3) synthesizing knowledge into useful patterns, (4) stating and testing hypotheses, and (5) generalizing based on evidence. Problems or issues selected will have contemporary historical significance and will be studied from the viewpoint of the social science disciplines. Community service programs and internships within the community may be included.

- Recommended Grade Level: None
- Recommended /Required Prerequisites: none
- Credits: 1 semester, 1 credit. Course may be repeated for credit if the content of the course changes.
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ECONOMICS

1514

(ECON)

Economics examines the allocation of resources and their uses for satisfying human needs and wants. The course analyzes economic reasoning used by consumers, producers, savers, investors, workers, voters, and government in making decisions. Key elements of the course include study of scarcity and

economic reasoning, supply and demand, market structures, role of government, national income determination, the role of financial institutions, economic stabilization, and trade. Students will explain that because resources are limited, people must make choices and understand the role that supply, demand, prices, and profits play in a market economy. The functions of government in a market economy and market structures will be examined. Students will understand economic performance, money, stabilization policies, and trade of the United States. The behavior of people, societies and institutions and economic thinking is integral to this course.

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: None
- Credits: 1 semester course, 1 credit
- Fulfills the Economics requirement for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas, a Social Studies requirement for the General Diploma, or counts as an Elective for any diploma
- Qualifies as a Quantitative Reasoning course for the General diploma only

LAW EDUCATION

1526

(LAW ED)

Law Education provides an understanding of the American legal system and its basis in the United States Constitution. The course is designed to promote an understanding of society and its system of laws by indicating how citizens may effectively function within the law. Ways of dealing with interpersonal conflict in order to secure constructive change are included, along with the development of critical thinking and problem solving skills. Case studies, field trips, simulations, and mock trials will be used in this course whenever feasible.

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: United States Government or teacher recommendation
- Credits: 1 semester course, 1 credit
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

PSYCHOLOGY

1532

(PSYCH)

Psychology is the scientific study of mental processes and behavior. The course is divided into six content areas and uses the scientific methods to explore research methods and ethical consideration. Developmental psychology takes a life span approach to physical, cognitive, language, emotional, social, and moral development. Cognitive aspects of the course focus on learning, memory, information processing, and language. Personality, Assessment, and Mental Health topics include psychological disorders, treatment, personality, and assessment. Socio-cultural dimensions of behavior deal with topics such as conformity, obedience, perceptions, attitudes, and influence of the group on the individual. The Biological Basis focuses on the way the brain and nervous system function, including sensation, perception, motivation, and emotion.

- Recommended Grade Level: None
- Recommended Prerequisites: None
- Credits: 1 or 2 semester course. 1 credit per semester. This course and corresponding exam are intended to be comparable to the corresponding one-semester college level course.

- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

TOPICS IN SOCIAL SCIENCE

1550

(TOPICS SS)

Topics in Social Science provides students with an opportunity for in-depth study of a specific topic, theme, or concept in one of the social science disciplines such as anthropology, archaeology, economics, geography, political science, psychology, or sociology. It is also possible to focus the course on more than one discipline. A subtitle should be included to give a clear idea of the course content. For example, a course focusing on a specific in political science might be entitled, “Topics in Social Science: Comparative Government.” Courses taught under this title should emphasize scientific methods of inquiry and help students develop effective research and thinking skills.

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: None
- Credits: 1 semester course, 1 credit
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

UNITED STATES GOVERNMENT

1540

(US GOVT)

United States Government provides a framework for understanding the purposes, principles, and practices of constitutional representative democracy in the United States. Responsible and effective participation of citizens is stressed. Students will understand the nature of citizenship, politics, and governments and understand the rights and responsibilities of citizens and how these are part of local, state, and national government. Students will examine how the United States Constitution protects rights and provides the structure and functions of various levels of government. How the United States interacts with other nations and the government’s role in world affairs will be examined. Using primary and secondary resources, students will articulate, evaluate, and defend positions on political issues. As a result, they will be able to explain the role of individuals and groups in government, political, and civic activities and the need for civic and political engagement of citizens in the United States.

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: None
- Credits: 1 semester, 1 credit
- Fulfills the Government requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas or counts as an Elective for any diploma

UNITED STATES HISTORY

1542

(US HIST)

United States History builds upon concepts developed in previous studies of U.S. History. Students are expected to identify and review significant events, persons, and movements in the early development of the nation. The course then gives major emphasis to the interaction of key events, people, and political, economic, social, and cultural influences in national developments from the late nineteenth

century through the present. Students are expected to trace and analyze chronological periods and examine the significant themes and concepts in U.S. History. They will develop historical thinking and research skills and use primary and secondary sources to explore topical issues and to understand the cause for changes in the nation over time.

- Recommended Grade Level: None
- Recommended Prerequisites: None
- Credits: 2 semester course, 1 credit each semester
- Fulfills the US History requirement of the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

WORLD HISTORY AND CIVILIZATION

1548

(WLD HST/CVL)

World History and Civilization emphasizes events and developments in the past that greatly affected large numbers of people across broad areas and that significantly influenced peoples and places in subsequent eras. Key events related to people and places as well as transcultural interaction and exchanges are examined in this course. Students are expected to compare and contrast events and developments involving diverse peoples and civilizations in different regions of the world. They will examine examples of continuity and change, universality and particularity, and unity and diversity among various peoples and cultures from the past to the present. Students are also expected to practice skills and process of historical thinking and research and apply content knowledge to the practice of thinking and inquiry skills and processes. There will be continuous and pervasive interactions of processes and content, skills and substance, in the teaching and learning of history.

- Recommended Grade Level: None
- Recommended Prerequisites: None
- Credits: 2 semester course, 1 credit per semester
- Fulfills a Social Studies requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or counts as an Elective for any diploma

TRADE AND INDUSTRIAL EDUCATION COURSE DESCRIPTIONS

COMMERCIAL PHOTOGRAPHY

5570

(COMM PHOTO)

Commercial Photography is an organized learning experience that includes theory, laboratory, and studio work as each relates to all phases of camera use, photographic processing, and electronic photographic editing. Instruction covers the topics of composition and color dynamics; contact printing and enlarging; developing film; lighting techniques and meters; large and medium format cameras and other current photographic equipment used for portrait, commercial, and industrial photography. Focus is placed on camera operation and composition related to traditional photographic principles and also tools and creative effects for editing and/or enhancing photographs. Instruction emphasizes the planning, development, and production of materials that visually communicate ideas and information.

- Recommended Grade Level: Grade 11-12
- Recommended Prerequisites: Introduction to Communications
- Credits: 2-3 credit per semester, maximum of 2 semesters, maximum of 6 credits
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- This course is aligned with postsecondary courses for Dual Credit

FIRE AND RESCUE I

(FIRE RSCU I)

5820

Fire and Rescue I; Every year, fires and other emergencies take thousands of lives and destroy property worth billions of dollars. Firefighters and emergency services workers help protect the public against these dangers by rapidly responding to a variety of emergencies. They are frequently the first emergency personnel at the scene of a traffic accident or medical emergency and may be called upon to put out a fire, treat injuries or perform other vital functions. The Fire and Rescue curriculum may include five Indiana state fire certifications: (1) Mandatory, (2) Firefighter I, (3) Firefighter II, (4) Hazardous Materials Awareness, (5) Hazardous Materials Operations. An additional two industry certifications may be earned by adding (6) First Responder, and (7) Emergency Medical Technician-Basic to the curriculum.

- Recommended Grade Level: Grade 11-12
- Recommended Prerequisites: None
- Credits: 2-3 credits per semester, 2 semesters maximum, maximum of 6 credits
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- This course is aligned with postsecondary courses for Dual Credit

GRAPHIC DESIGN AND LAYOUT

(GRAPH DES LT)

5550

Graphic Design and Layout includes organized learning experiences that incorporate a variety of visual art techniques as they relate to the design and execution of layouts and illustrations for advertising, displays, promotional materials, and instructional manuals. Instruction also covers advertising theory and preparation of copy, lettering, posters, and artwork in addition to incorporation of photographic images. Communication skills will be emphasized through the study of effective methods used to design commercial products that impart information and ideas. Advanced instruction might also include experiences in various printing processes as well as activities in designing product packaging and commercial displays or exhibits.

- Recommended Grade Level: Grade 11-12
- Recommended Prerequisites: Computer Illustration and Graphics
- Credits: A 2-3 credit course per semester, maximum of two semesters, maximum of 6 credits
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas This course is aligned with postsecondary courses for Dual Credit

PROFESSIONAL CAREER INTERNSHIP
An Application and Teacher Referrals are Required
Good Attendance Record; B or Better Grade Average (3.0)
(Offered Grade 12) (1 Credit for 80+ Total Hours)
Voluntary Unpaid Experience, Must Provide Own Transportation
Grade or Pass/Fail Option

This unique opportunity is provided for students to experience a variety of work-based activities in career areas of interest. The internship may take place during school hours, after school hours, or even during the summer months; thus, providing opportunities for students who carry heavy academic schedules. During the regular school year, the internship will be scheduled during designated days. The internship experience is a way of linking academic learning with work related experiences. The intern position can be tailored to the unique needs and interests of the student learner and the work-based mentor in the community.

A classroom teacher (teacher sponsor) and a school coordinator will work together to provide the appropriate placement, instruction, and guidance for the intern student. Periods of time will be spent in scheduled seminars to complete various topic activities relating to personal assessments, career analysis, confidentiality and communication, policies and protocol, ethics, technology, discrimination and harassment, hiring practices, interviewing, and the development of resumes. A personal career portfolio and assessment will also be completed.

An orientation process will introduce students to the goals and expectations of the program. Once at the intern site, the mentor will provide a variety of career experiences and training that is related to the student's career area of interest. There will be a Learning/Training Agreement and a Learning/Training Plan. Documentation of weekly time sheets, attendance at scheduled meetings, completion of required activities, intern performance reviews, and a formal written report of the intern experience will determine the final grade. Near the end of the semester, the student will schedule an oral presentation with the teacher sponsor and a designated class.

The student must complete an average of 5 to 8 hours per week of internship experience for 1 school credit for the semester. This experience is intended as an extension of the normal academic school program on a voluntary basis and is not for pay. It may be taken for a letter grade or pass/fail. The number of students in the program is limited. Early application with teacher referral is highly advised.

Upon successful completion of the internship, the student will have completed various activities to determine personal interests and employer expectations. Various aspects and standards of his/her chosen intern career area will be better understood. A personal resume will be developed to be shared with future employers or college admissions. Wiser and more realistic decisions regarding future educational and/or career plans will be based on actual experience. Also, students will make important personal contacts of professionals outside the school who are in positions to help them.

Career and Technical Education Programs Area 30 Career Center

What Is Area 30 Career Center?

Area 30 Career Center provides half-day career and technical education programs for juniors and seniors, at least 16 years of age, who are enrolled in Cloverdale, Eminence, Greencastle, North Putnam, Owen Valley and South Putnam High Schools. These two-year sequenced career and technical education programs are high school electives. Juniors in the six participating high schools may enroll in one of these programs for one or two years, and seniors may enroll for one year. Two-year program completers have the opportunity to earn the maximum number of high school and college credits available in their program, while developing higher-level skills and abilities. These career and technical education programs prepare students for careers by teaching core technical proficiencies, employability skills, and job-seeking skills, while integrating academic standards. All programs assist students in developing such vital employability skills as cooperation, teamwork, problem solving, critical thinking, flexibility and dependability.

Most first year students participating in Area 30 career and technical education programs attend a three-hour block of instructional and laboratory/shop time in the morning, and most second year students attend in the afternoon. An additional hour in the morning or afternoon is usually designated as travel time so the students' high school can transport them to and from Area 30 Career Center programs.

Program Goals

Area 30 Career Center's career and technical education programs are designed to assist students in the following ways:

- ❖ Provide education and technical training in a career field of each student's choice;
- ❖ Promote students' smooth transition from high school to work and to further education and training opportunities;
- ❖ Assist students in exploring realistic post high school education and training options;
- ❖ Help qualified students secure scholarships to pursue their educational and career goals;
- ❖ Provide opportunities for students to earn college credits and high school credits in their career and technical education program.

Fees and Insurance

At Area 30 Career Center emphasis is placed on hands-on learning in a laboratory, shop, and using on-the job industry appropriate activities, supplies, tools and equipment. In addition to textbooks and lab fee costs, students in some programs are required to purchase specified uniforms, supplies, tools, and equipment that are necessary for their chosen career and technical education program. **Accident/health insurance coverage needs to be maintained by the parent/ guardian on each student throughout enrollment in an Area 30 career and technical education program.** Area 30 Career Center does not provide accident/health insurance coverage for students.

Earn High School and College Credits and Scholarships at Area 30 Career Center

Most of the Area 30 Career Center programs provide students an opportunity to earn college credits at the same time they are earning their high school credits. Also, Area 30 annually awards scholarships to eligible students who qualify for postsecondary education and/or training. Qualified students who enter the workforce in a position directly related to their Area 30 career and technical education program are also eligible for grants to purchase required tools of their trade. Perfect attendance, student council members, scholarship recipients, two-year program completer proficiency awards, as well as other Area 30 Career Center outstanding student accomplishments are recognized each year.

Participating High Schools Have Program Enrollment Allotments

Each of the six participating high schools is allotted a designated number of student enrollments per year. Each high school's allotment per program is filled on a first-come, first-served basis. Available openings in each career and technical education program will be filled based on the following priorities:

1. Seniors returning for their second year who earned a grade of "C" or better, demonstrated positive progress toward achievement of the program's core technical proficiencies, demonstrated average or above employability proficiencies, complied with Area 30 rules and regulations during their first year, and have earned the minimum number of credits in the courses required by their high school for graduation;
2. Juniors committing themselves to a two-year career and technical education program who have successfully met the required math and reading levels and have earned the minimum credits in the courses required by their high school for graduation;
3. Other juniors and seniors interested in career and technical education programs based on high school guidance counselor recommendation.

The following list identifies the 2013-2014 career and technical education programs that are available at Area 30 Career Center in Greencastle and a variety of other programs offered at satellite locations.

AREA 30 CAREER CENTER

1 N Calbert Way, Ste A

Greencastle, IN 46135

765-653-3515

MISSION STATEMENT

Area 30 Career Center

Area 30 Career Center provides each student opportunities for career focused technical education. The Career Center offers curriculum that integrates academic, career and technical and guidance standards in all program areas. This curriculum serves as a means for students to develop employability skills, knowledge and attitudes necessary for success in our global society.

Architecture and Construction

- Construction Equipment Operator I & II

Arts, AV Technology and Communications

- Computer Illustration and Graphics
- 3D Animation/Interactive Media

Education and Training

- Early Childhood Education I & II (Infants – Preschool)
- Teacher Education I and II (K–8th grade)

Health Sciences

- Health Careers I and II
- Nursing/CNA
- Veterinary Technology

Hospitality and Human Services

- Culinary Arts I & II

Information Technology

- Computer Systems Networking I & II

Manufacturing and Engineering

- Civil Engineering and Architecture
- Computer Integrated Manufacturing
- Engineering Design and Development

- Welding Technology

Public Safety

- Law Enforcement
- Emergency Medical Technician

Transportation

- Automotive Collision Technology I & II
- Automotive Services Technology I & II

Interdisciplinary Cooperative Education

- ICE – 12th Grade Only – Must complete full year

Frequently Asked Questions

How do I enroll in Area 30 Career Center?

Students can get an enrollment form from the high school counselor. Complete the form and turn it in to the guidance office. All enrollments must be done through one of the six sending schools.

Who can come to Area 30?

Juniors or seniors who attend Cloverdale, Eminence, Greencastle, North Putnam, or South Putnam High School may enroll in a program at Area 30. High school counselors work out a schedule to coordinate with academic courses.

When can I sign up for Area 30?

Students should fill out an enrollment form and turn it in to the guidance office when making out next year's schedule. This usually happens between December and February of the previous year.

Do all classes meet both morning and afternoon?

Most Area 30 classes do meet both in the morning and afternoon. However, Vet Assisting and Web Design meet only in the morning, while Law Enforcement, Landscape Management, and 3D Animation, and EMT meet only in the afternoon. PLTW CIM and Civil Engineering and Architecture are offered as a 1 period course from 8-9 a.m.

Can I choose which class and time I want to attend?

On the enrollment form, students will rank their top 3 program choices. In most cases, students will be placed in their first choice. Sometimes, students can choose whether to come in the morning or afternoon; however, high school attended, scheduling, number of students in the program, and whether you are a first or second year student can influence the schedules.

What is Area 30 Career Center's schedule?

Students attend in the morning from 8:30-11:30. A.M. students attend class, eat lunch here, and then return to high school for afternoon classes. The afternoon session runs from 11:30-2:30. Students take

morning classes at high school, come to Area 30 for lunch, attend class, and ride the bus back to the high school.

How do I get to Area 30 Career Center? Can I drive there?

All students are required to ride the bus to Area 30. Students may get special permission to drive on an individual, case-by-case basis. Students should NEVER drive to, transport, or ride with another student without prior permission.

If my high school is not in session, do I have to come to Area 30?

No. Each school has a slightly different schedule. When the home school is not in session for any reason, students are not required to attend Area 30. In the event of severe weather, Area 30 will announce when it is closed.

Is Area 30's attendance policy, dress code, etc. the same as my high school's?

No. Area 30 has its own set of policies and regulations. Students and parents are responsible for being aware of and abiding by these policies. Students will receive handbooks on the first day of school.

How many credits can I earn?

All students will earn 3 high school CTE credits each semester. In many programs, students can earn free dual college credits from a variety of colleges and universities.

What does it cost to take a class?

There is no tuition charged since we are an extension of your high school. Like any other class; however, there will be book and lab fees, which vary from program to program.

How long are Area 30 programs, and do I have to attend both years of a program?

Most Area 30 courses are 2-year programs. There are a few that are only one year, such as ICE, Nursing, Veterinary Assisting, EMT and PLTW CIM course. Students are not required to attend both years of a program. We work with you and your home school counselor to create a program of study best for you.

Is Area 30 a place to get job training for students who don't plan to go to college?

YES and NO!! Area 30 is a place to get both job training and to prepare for post-secondary education, whether that is college, technical school, apprenticeships, or any other option. Area 30 programs help students to explore career interests while providing a strong academic and skill base in a wide variety of fields.

Does Area 30 offer scholarships to students? Yes, Area 30 has an excellent scholarship program that has awarded over \$20,000 annually to Area 30 students who qualify. Scholarships can be for post-secondary education or for tools, uniforms, or supplies needed for jobs. Area 30 also has a full time guidance counselor who is available to help students search for and complete other scholarships.

Can I attend Area 30 if I am working toward an Academic Honors Diploma? In most cases, yes. All Area 30 classes qualify as a Core 40 elective course or an elective course for academic or technical honors diploma. The only conflict comes in place when a program offered at Area 30 conflicts with an academic course offered at only one time at the home school. Area 30 and home school counselors work together with the student to try and devise a schedule to meet the student's needs.

For more information about Area 30 Career Center and/or Career and Technical Education, contact your home school counselor or Area 30's guidance counselor, Heather Elkins, at (765) 653-3515 or helkins@area30.k12.in.us.

North Putnam High School
Four Year Plan

Name: _____
Year of Graduation: _____

9th Grade Course Plan	
1st Semester Courses	2nd Semester Courses
1. English 9	1. English 9
2. P.E.	2. P.E.
3. Math	3. Math
4. Science	4. Science
5. Careers	5. Personal Finance
6. Fine Art	6.
7.	7.

9th Credits _____

10th Grade Course Plan	
1st Semester Courses	2nd Semester Courses
1. English 10	1. English 10
2. Math	2. Math
3. Science	3. Science
4. Health	4.
5. World History	5. World History
6.	6.
7.	7.

10th Credits _____

Cum. Credits _____

